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ABSTRACT

This directory provides information about promising practices, ideas that work, strategies, and resources to improve education for all students in rural schools. The document contains the following articles from the literature: (1) "Motivation: It's Essential to Achievement" (Erling Clausen); (2) "Consolidate, Cooperate, or Collaborate: Dilemmas of Rural Schools" (Natalie Carter Holmes); and (3) "What Does a Rural Superintendent Really Do?" (Ray Church, et al.). The section titled "Promising Practices in New Jersey Rural Schools" profiles 13 programs considered exemplary by the U.S. Department of Education's Program Effectiveness Panel. Each profile provides the program title, audience, description, requirements, services, and a contact person. Eight programs are highlighted in the section, "Ideas That Work in New Jersey Rural Schools." They were submitted by rural teachers and administrators in response to a survey designed to identify successful practices through innovations in the school and classroom. Descriptive and contact person information is provided. The final section is a "Directory of Rural Schools in New Jersey." It contains lists of New Jersey Rural Assistance Council members, Research for Better Schools' Rural Education Program Staff, and county superintendents with rural school districts. A map of New Jersey Rural School Districts is included. Lists of rural school districts are provided by county, in alphabetical order by school district, and in alphabetical order by superintendent. (KS)

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SPOTLIGHT ON RURAL SCHOOLS IN NEW JERSEY

A DIRECTORY OF EFFECTIVE PROGRAMS, PRACTICES, AND RESOURCES FOR RURAL EDUCATORS

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Spotlight on Rural Schools in New Jersey

A Directory of Effective Programs, Practices, and Resources for Rural Educators

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Spotlight on Rural Schools in New Jersey

A Directory of Effective Programs, Practices, and Resources for Rural Educators

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Introduction

Educators in New Jersey Rural Schools are searching for promising practices, ideas that work, strategies, and resources to improve education for all students.

Research for Better Schools' (RBS) Rural Education Program, with the assistance of the New Jersey Rural Assistance Council, the National Diffusion Network Facilitator Project of New Jersey, the New Jersey Association of School Administrators, and the New Jersey Department of Education identified issues, reviewed data, surveyed, and visited rural schools to identify and examine programs to help teachers and administrators improve the education of rural students. The development of this resource document is the result of this collaborative effort. This document is divided into four sections: (1) articles from the literature, (2) promising practices, (3) ideas that work, and (4) a directory of rural schools in New Jersey.

In addition, a list of references and a directory evaluation form are also included.

Articles from the Literature

Motivation: It's Essential to Achievement 5

Consolidate, Cooperate, or Collaborate: Dilemmas of Rural Schools 7

What Does a Rural Superintendent Really Do? 13

New Jersey is proud of Erling Clausen, not only because he is presently serving as President of the American Association of School Administrators (AASA) but more importantly because he is an example of the outstanding leadership that is found in New Jersey's rural and small school districts. His article entitled "Motivation: It's Essential to Achievement" offers concrete suggestions for bringing about positive change and improving productivity.

Statewide and national education reform efforts have far-reaching effects on the education of children in rural schools and communities (Vaughn, 1990). Resources to implement reforms vary widely among rural districts within the state.

The article "Consolidate, Cooperate, or Collaborate: Dilemmas of Rural Schools," discusses issues that are relevant to New Jersey educators.

Lastly, "What Does a Rural Superintendent Really Do?" presents three perspectives that we feel will be of interest to rural educators in the state.

Motivation: It's Essential to Achievement

by Erling Clausen, Ed.D., Superintendent of the Berkeley Heights School District in New Jersey, which serves 1,100 students K-8. He is also the President of the American Association of School Administrators.

Quality is job one! As a slogan it has a nice sound. As a concept for improving the productivity of our schools and the achievement of our students, it is essential.

As individuals and as organizations, our bottom line should be student achievement, helping each and every student to excel in school. We should eat, sleep, taste, and feel our commitment to excellence. In short, motivation is essential to even better education and higher levels of student achievement.

As school leaders, one of our most important jobs is energizing people. Teachers need to be motivated to help children succeed, and students need to be motivated to learn.

Unfortunately, some of our most energetic and committed people have the wind taken out of their sails by the system in which they work.

The size of the policy and procedures manual is often in inverse proportion to the flexibility people have to get their jobs done. Too often, the flame of great ideas is extinguished by a bucket of cold water that comes directly from policy, past practice, or an unwillingness to try something new.

In education, we have too often sent our most motivated people packing into other professions with the memories of why they could *not* use the phone, get the copy machine fixed, have a leaky roof repaired, or try a new technique.

I challenge every school administrator in our nation to make the system work *for* people and not *against* them. If we are truly committed to quality, it simply must be done.

Here are a few suggestions:

- When someone needs something that will help them do a more effective job educating students, try to get it for them, and don't go immediately into your store of "why nots." Be a problem *solver*.
- Make the system fit the needs of the people who are expected to perform in it rather than forcing them to conform to a system that may not always work.
- Carry a win-win philosophy into your relationships with all staff and insist that they do the same thing with students.
- Foster cooperation instead of competition. Let's not lose individual initiative, but let's remember that together we can move mountains.
- Involve people in decisions that affect them.
- Really motivate the people and the system rather than just talking and tinkering.
- Regularly remind staff of how important they and their jobs are to the future of the community, our nation, and the world.
- Reflect a "can do" attitude yourself. Remember that your attitude is contagious.
- Keep in mind that the massive changes in systems or attitudes don't happen overnight. Those systems and attitudes have been developed over a long period of time and generally take a while to change.

I am convinced that educators are magnificent people who want to do their very best. While evaluation is important, we need to get beyond simply using the process to "put people in their place." We also need to get beyond our over-reliance on testing and assessment to determine how brightly the sun is shining.

What we need desperately to do is offer encouragement and hope, which are the seeds of motivation. Let's face it. Motivated students and staff are a key to even better education. ■

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The School Administrator
November 1990, p.6.

Consolidate, Cooperate, or Collaborate: Dilemmas of Rural Schools

by Natalie Carter Holmes, Editor, *Leadership News*

As a second-grader, Jean Montanari would hold her breath for the few seconds it took for her to pass through the Clearbrook city limits when she traveled with her parents from their hometown of Govick, Minn., to shop in Bemidji.

At age 8, superintendent Don Danielson's daughter already had been inducted into the culture of small-town, rural America where rivalry among neighboring school districts can be fierce.

Just six years later, Jean ran track with teammates from the district she once had scorned—the result of a cooperative relationship that combined interscholastic athletic between the Gonvick and Clearbrook districts.

During the last 10 years, the two districts, four miles apart, have shared vocational, agricultural, and college preparatory programs for their combined student population of about 500.

These cooperative arrangements led in 1988 to a joint powers agreement, in which both districts share a superintendent, but maintain separate boards of education. Each community maintains its own elementary school, but buses all seventh- and eighth-graders to Gonvick and all high schoolers to Clearbrook.

Danielson, now superintendent in Redfield, S.D., says all this came about despite insistent claims by community members that the two districts would never be able to cooperate.

Skirting Consolidation

The consolidation of two or more school districts remains a burning, and often thorny, issue in states as diverse as New York, Alabama, Iowa, and California, drawing the ire of parents and grandparents who still see their alma maters as the centerpieces of their communities.

Superintendents in small and rural school districts are collaborating in new and innovative ways that make both educational and economic sense.

Reorganization, as state officials prefer to say (avoiding the dreaded "C" word), may be prohibitive in areas where the burden of student transportation would be extreme or the terrain impassable.

But according to superintendents and state education officials, merger battles often have more to do with sports, school colors, traditional rivalries, socioeconomic differences, and even the small economic benefit a school can contribute to a local community.

At least four states passed legislation since 1989 to encourage school district mergers. In Oklahoma, Oregon, Georgia, and North Dakota, the incentives include dollars to build new facilities, planning grants, funds for new positions, and supplemental per-pupil aid.

"There's constant talk of consolidation in the legislature, but it's so controversial that I don't think they'll ever mandate it," says Jan Coulton, an assistant superintendent with the Oregon Department of Education, recalling a packed hearing this year where she estimates 300 people spoke against mergers and 150 spoke in favor.

Those who support district mergers, including local administrators, insist it's not only cost savings or larger schools they are after, but a broader range of educational program options for students.

Tom Decker, head of North Dakota's school district boundary restructuring program, notes membership in the 31 special education consortia and several vocational education districts throughout the state is optional and remains subject to short-term budget constrains and political priorities of local districts.

"It's very difficult to do long-range planning," he says.

But because of geographic, economic, political, or simply social reasons, many school districts and communities hesitate to combine. What then?

New Ways To Share

Superintendents in small and rural school districts are collaborating in new and innovative ways that make both educational and economic sense. Cooperation most commonly exists in areas of special education, vocational education, and purchasing—areas in which an economy of scale means substantial savings for the parties involved.

Cooperative purchasing of such basic staples as white paper can save individual districts more than 40 percent of the list price they would find at their local store.

One increasingly popular area of cooperation is interscholastic athletics, given the high costs and low participation levels in some sports and the scarcity of qualified coaches and adequate facilities in some communities.

The Wisconsin Interscholastic Athletic Association reports a record

Stretching resources among districts can boost interscholastic athletics and decrease staff isolation.

127 cooperative agreements between neighboring districts for 1990-91, including one with an Illinois district and three with Minnesota districts. In Iowa, the number of combined teams in both sports has nearly doubled during the last five years to 217, while 150 shared programs exist in girls sports, according to the state athletic association.

Stretching Resources

The way school districts structure their collaborative efforts and the reasons for doing so varies.

In some cases, collaboration represents the first step toward the inevitable consolidation of districts. In other words, where stiff political winds are thwarting district mergers, joint programs attempt to build stronger educational programs and offer expanded choices for students.

And, in other situations, collaboration is simply a way to stretch limited educational resources, draw on a pool of successful education programs and practices, and mitigate the loneliness and isolation that may accompany working in a rural location.

State and federal policy-makers—some of whom openly quest widescale district consolidations—seem to agree that pooling educational resources offers tangible benefits to students.

On the federal level, the 10 regional laboratories funded by the U.S. Department of Education encourage collaboration, including the formation of "cluster groups" of school districts to meet particular needs from curriculum development to computer expertise.

Meanwhile in Congress, a summer agreement on reauthorization of the Carl D. Perkins Vocation Education Act carries provisions that encourage local schools to work within consortia to provide quality vocational programs.

School districts in Iowa are in the midst of a number of cooperative arrangements that are expected to end in a wave of mergers by 1995.

North Dakota offers various incentives to encourage cooperation among districts to ease them into voluntary reorganization. State legislation passed this year that offers planning grants for cooperative efforts has netted new vocational education and guidance programs for students, art consultants for elementary schools, reading specialists, foreign language teachers, and gifted and talented programs, says Decker of North Dakota.

"The department's goal is to build stable, long-term relationships ...whether [districts] consolidate or not," he says.

Achieving National Goals

Even regional service agencies, which exist statewide in more than half the states and serve as brokers and providers of services for local districts, are moving into new areas.

"If you're going to deal with rural issues, collaboratives are really very new, except in the area of vocational education and special education services," says Arnold Hillman, superintendent of the Riverview Intermediate Unit in western Pennsylvania. "Rural collaboration involves more than just sharing vocational education services."

Robert Stephens, a University of Maryland professor who studies trends in rural education, says the regional service center is going to be more crucial than ever as the nation's public school systems — more than 50 percent of which are considered small and rural—struggle to achieve the six ambitious education goals laid out by President Bush and the governors.

Stephens also foresees greater use of cooperative centers as more states face law suits challenging their funding formulas for local schools. He points to Kentucky, where one of the remedies for correcting statewide funding inequities will be to organize state-funded regional centers for staff development.

He expects nine other largely rural

states to organize regional networks in the 1990s: Tennessee, Kansas, Missouri, Utah, Maine, North Dakota, South Dakota, Arizona, and Montana.

Even with vocational and handicapped education, service agencies will likely offer new initiatives. Some agencies have begun involving post-secondary institutions in their collaboratives, resulting in more course options for students and stronger links between education and the workplace.

In handicapped education, local districts are turning to service agencies to help meet new federal mandates for preschool education for handicapped students.

The eight-district Rensselaer Area Special Education Cooperative in northwestern Indiana is serving up to 35 preschoolers this year. A similar eight-district cooperative in Georgia served 40 handicapped youngsters last year.

Fit Specific Needs

Beyond the regional service agency, school administrators are devising cooperative arrangements that fit the particular needs of their local districts.

For example, in the Blackstone Valley of northwestern Massachusetts, 11 district superintendents formed a cooperative to broker services.

"We employ no full-time director; we employ no educational personnel," says Michael Ronan, superintendent of Uxbridge, Mass., Public Schools. "From a financial point of view, we've eliminated the excess bureaucracy that a collaborative brings with it."

Ronan administers fuel-oil purchasing for the cooperative, and the 11 districts can join any number of other cooperatives in the area that offer bulk purchasing of milk, paper, athletic equipment, and other supplies.

The consortium's member districts also offer open enrollment to students with special needs. Transportation is bid collectively.

"From a philosophical point of view," Ronan says, "special needs students are best served by staying in their own communities if at all possible, and being with their age peers. The way to do that is to provide more classes in local school districts, rather than have them run in a collaborative in a separate facility."

"We don't have enough students, single-handedly, to run any kind of an effective alternative program."

—Karen Fraley

In another effort, Uxbridge Schools cooperated with Anna Maria College in Paxton, Mass., and the French River Teacher Center to offer staff development for teachers from seven area school districts last summer. In a course underwritten by tuition, teachers learned how to use developmental curricula in the early grades.

Ronan hopes to expand the idea into a five-year program for which teachers would receive credit on their salary scales.

Relieve Overcrowding

Unlike some rural school districts which are losing population, San Bernardino County, Calif., on the outskirts of Los Angeles, has a different problem: more students than some districts can house.

"We have districts that grow two or three classrooms a month," says county superintendent Charles Terrell.

To keep pace, nine districts in 1986 formed a joint powers authority in which they pool money to purchase and move portable buildings to where they are most needed. This saves each district from having to plow needed facilities funds into portable classrooms.

In addition, since no one district owns the buildings, some students in overcrowded buildings remain unhoused on paper, meaning participating districts are still eligible for state construction funds.

"This is a creative approach to meeting the needs of fast-growing districts," Terrell says.

In another cooperative effort, school administrators in property-poor south-central Idaho have joined forces to create a comprehensive alternative program for potential dropouts. Alone, none of the districts could justify such a program, given the small number of students and the state's per-pupil funding level of only $2,600.

At the suggestion of Karen Fraley, curriculum director for the Jerome School District who initiated contact with the state department of education, 15 districts formed a consortium to support an alternative program for at-risk students. The state provides more money per classroom for alternative schools than for regular schools.

Last June, 19 students graduated from the Magic Valley Alternative School, with several going on this fall to post-secondary study.

"We don't have enough students, singlehandedly, to run any kind of effective alternative program," says Fraley, who directs the school. "Where urban areas perhaps can have an alternative program on their site or perhaps close by, directly affiliated with the school, that doesn't work in rural America. You can't get a certified program together ...with the number of students any one of the districts would have."

The school, which is actually housed in a Twin Falls church, benefits from the other public agencies. For example, the state department of employment sends a counselor one day a week.

On the other side of the country where superintendent Robin Johnson of Sumter County, Ga. dreams of opening a cooperative alternative program for at-risk students as well, the dropout rate exceeds 40 percent. There, Johnson and Ron Williams, superintendent of the adjacent Americus City Schools, are discussing the possibilities.

The two districts have been objects of numerous consolidation attempts since the days when former President Jimmy Carter held the presidency of the Sumter County Board of Education, his first elective office. But each time, either the city or county voters have rejected a merger, most recently in 1989.

"It's absolutely the case that the smaller your school gets, the more you are constrained in what you are able to offer," says Johnson. "It's getting harder and harder to stretch our dollars. There's a great need for us to pool resources and pool staff and pool administrators."

While both systems belong to the area educational agency that serves several counties, the superintendents find working as a pair benefits them occasionally. For example, both systems identify handicapped preschoolers in their area for a program operated in Americus.

In addition, the two districts wrote a joint proposal for a federal Drug-Free schools grant. By doing so, each district expects to be able to hire its own drug education specialist.

"The amount of money received from the federal government is so limited —many grants being based on the per-pupil counts—that by the time it reaches the small or rural districts there isn't much they can do with it," says Robert McNeil, educational services director for the Grant Wood Area Education Agency in Cedar Rapids, Iowa.

McNeil says the area agencies agree to handle all the paperwork required by the federal government in return for some control over the pool of funds that are used to hire consultants in curriculum or staff development.

Telecommunications provides an opportunity for linking educators with one another on a scale that was merely science-fiction 10 years ago.

Unconventional Approaches

Sharing a similar philosophy is essential to make a collaboration work, says Johnson. "There is nothing to be gained from superintendents fighting with one another, and that does occur."

To help build informal, personal relationships that may later develop into new programs for students, superintendents sometimes resort to unconventional methods.

For example, whenever a new superintendent moves into one of the seven school districts in Jay, Adams, or Wells counties in Indiana, he or she gets a strange phone call.

"We call 'em up and we say, 'Every month we get together for a JAWS meeting and one of these months it's going to be your turn to host us,'" says Doyle Lehman, superintendent of South Adams Schools in Berne, Ind.

The Jay-Adams-Wells County Superintendents dinner-meetings are a "low-key" opportunity "to talk about things that are on our chest or our heart," says Lehman, who has been part of this informal network of 10 years. "In fact, we talk about some pretty tough things."

While the atmosphere is casual, Lehman says concrete cooperative plans have emerged from the meetings. These include an open enrollment policy for vocational education students in two counties and a sharing of athletic facilities and coaches.

Eventually, the Adams and Wells districts hope to organize an inservice program for school board members. Besides the cost savings involved, Lehman says training board members as a group would accomplish one other important task: formalizing relationships among boards and opening the door for further collaboration.

Technology Links

Telecommunications provides an opportunity for linking educators with one another on a scale that was merely science-fiction 10 years ago when JAWS was born. The Maine Computer Consortium, a group of 115 districts, is an example of a coopera-

tive that helped school district get on the technological fast track.

At the consortium's inception, most district superintendents were teachers with an interest in computers but not much knowledge about them. Today, the consortium has a strong network of computer coordinators from local districts who train each other and offer sustained support to one another through a computer bulletin board.

The consortium also offers bulk purchasing power, last year buying more than $2 million in equipment in an agreement with Apple Computer Corporation.

But computer conferencing is not just a tool for computer bugs. This and other telecommunication techniques make cooperative efforts possible among geographically dispersed districts.

Larry Friedman, a director of the North Central Regional Education Laboratory in Elmhurst, Ill., cites telephone conferencing, computer bulletin boards, and two-way microwave television as primary factors in the success of its Wisconsin Rural Reading Improvement Project.

Preliminary evaluations suggest the project's success depended heavily on the amount of interchange among the 17 participating school districts, which range in size from 230 to 900 students and are scattered across the state, Friedman says.

"We've got to be good distance learners and we've got to learn to collaborate well at a distance," says Friedman, whose lab cosponsored a series of interactive video teleconferences on school restructuring which aired nationwide this year.

The professionals involved in the 3-year-old Wisconsin project communicate face to face, but they also use radio and television broadcasts, computer conferences, and two-way narrowcast televison.

Urban Schools on the Out

One "unfortunate" decision made by some states in creating regional service delivery was to exclude urban districts or to allow those districts to be designated as an agency in and of themselves, says Stephens, the University of Maryland researcher who recently completed a monograph on service agencies in the 1990s.

"The exclusion of the large urban districts no doubt contributed to the further isolation of those districts from other metropolitan districts," Stephens writes. "It also denied the service unit an opportunity to contribute to equity issues."

While Stephens foresees an end in the 1990s to isolation of urban districts from regionwide service agencies, it may be quite another matter to expect suburban and rural districts actually to engage in cooperative ventures with their urban counterparts.

Stephens points to 1989 legislation in Ohio as evidence that school administrators from various sectors would like to work together. That law, supported by both rural and large-city systems, makes it possible for 88 county school systems—Ohio's version of a regional agency—to engage in service agreements with 190 city districts and 49 village districts that previously were excluded or exempted from the county systems.

The same legislation broadened the opportunity for two or more districts to join together to, in effect, create a larger financing base to support a particular initiative, such as a math/science program or a performing arts program.

William Phillis, an assistant state superintendent in Ohio, says a number of collaborative efforts already are taking shape under both aspects of the new law.

"It's an ideal mechanism to allow school districts to collaborate for a specific purpose," he says. "It's putting a lot more emphasis on collaboration." ■

Reprinted with permission from *The School Administrator*, November 1990: pp.8-14.

What Does a Rural Superintendent Really Do?

Life for a rural superintendent differs markedly from the experiences of urban and suburban school leaders.

To highlight some of the distinguishing characteristics and peculiarities of running a rural school system, THE SCHOOL ADMINISTRATOR asked three district superintendents in rural communities to share their thoughts on several personal and professional topics.

The respondents are:

- Ray Church, superintendent of Clark County Schools in Kahoka, MO, for 13 years. His district covers 350 square miles and has 1,200 students attending three school sites;
- Jimmy Powell, superintendent of Webster County Schools in Walthall, Miss., for three years. His district covers 266,000 square acres and has 2,000 students at five school sites; and
- Robert E. Maddux, superintendent of Fort Bragg Unified Schools in Fort Bragg, CA, for six years. His district has 2,500 students at five sites.

Q. What single quality do you consider to be most important for success as a rural superintendent?

Church: "A rural superintendent must possess a wide range of educational interests. You need a working knowledge of all facets of education since your duties will range from curriculum, supervision, and instructional methodology to building construction maintenance, finance/business, student transportation, and public relations."

Powell: "The rural superintendent must have the ability to keep from being discouraged because of a lack of finances available to other districts."

Maddux: "One has to be able to deal effectively with a diversity of personalities and perspectives, develop a cohesive management team, and utilize a form of participatory decision-making to address problems."

"However, to last in this environment and maintain support from the board, a superintendent must maintain an appearance of strong leadership and at the same time involve the board so that they don't feel disenfranchised."

Q. What role as superintendent are you able to play in curriculum development?

Church: "Because my greatest interest is in instruction, I probably become more involved in curriculum than most rural superintendents. I try to stay informed of active thinking and research, and I play an active role in curriculum development/adoption committees."

***"...stay informed of current thinking and research and play an active role in curriculum development..."*—Ray Church**

"...keep from being discouraged because of a lack of finances available to other districts."
—Jimmy Powell

"...deal effectively with a diversity of personalities and perspectives..."
—Robert Maddux

Powell: "I've assigned the job of instructional management to another administrator and will follow up on his accomplishments. He is putting our district's instructional management plan on computer, which will allow us to track our students' ability to master core objectives, as well as those adopted by the state board of education."

Maddux: "A superintendent has a chance to establish priorities and expectations. These should include curriculum development. Having stated the priorities and expectations, the superintendent should enable those who implement curriculum to be instrumental in its development."

Q. What's the most unlikely task you've handled as a superintendent?

Church: "On my first day of school during my first year as superintendent, I learned that one of our bus drivers with many years of experience was exhibiting rather bizarre behavior. Because he had no family in the area, the task of obtaining a court order committing him to a mental treatment center fell to me."

Powell: "About three years ago I had to remodel the inside roof of a portable classroom. My vocational director and I did it in about two days."

Q. What do you consider the most significant challenge you face as a rural superintendent—other than attracting adequate state and local funding?

Church: "I'm faced with changing a prevalent perception that education is a necessary, if somewhat distasteful, activity for people between the ages of 3 and 21 to prepare for 'real life' to a view that education is a continuous, life-long, enjoyable, and integral part of life."

Powell: "Providing adequate facilities. They must be paid for out of local monies under this state's present system."

Maddux: "Personnel issues. Since many people know and socialize with each other, there is a greater tendency for district personnel and activities to be discussed in the community. You must attempt to maintain appropriate professional procedures when concerns and issues are frequently discussed and presented from various quarters."

Q. What enduring quality of a rural superintendent would keep you in such a setting?

Church: "A rural perception of education is one of the most enduring qualities for me. Our patrons truly believe in education as a means to an end: elevating one's station in life."

"Of our high school students, 96 percent will meet graduation requirements and 65 percent will go on to some type of post-high school educational pursuit. Ironically, students obtaining advanced training or education must leave the rural setting to practice their new profession, depleting the area of its best and brightest."

Powell: "I am from here originally. I love the people in this county and I want my children to be educated in this district."

Maddux: I'm not sure I would want to serve in just any rural superintendency. Fort Bragg is a beautiful coastal community in northern California. The beauty and ocean climate appeal to me. In addition, in rural districts, a superintendent can be involved with people and programs at all levels unlike larger districts where the potential for administrative isolations exists." ■

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The Characteristics of Effective Rural Schools

In addition to effective schools characteristics, the following have been found to describe successes in rural settings.

Effective rural schools...

- assess community social dynamics to develop grass-roots efforts for improving schools.
- recognize that educational issues are community issues.
- maintain total immersion in the community.
- recognize that rural school curriculum must not only emphasize academic excellence but also provide practical skills, attitudes, and understandings that are linked to the rural economy.
- maintain effective career education and work-study programs.
- utilize the expertise of community members in all aspects of school life.
- encourage adults to attend classes, and provide life-long learning centers linked to community resources.
- encourage cooperative learning, with older students and adults helping younger ones, particularly in elementary schools.
- develop a distance learning program which uses satellite, cable TV, audiographics, and instructional television to expand curriculum offerings.
- take advantage of the rural setting to maintain and improve environmental education programs.
- benefit from being in school districts that work together with other school districts, pooling centralized resources — for example, intermediate units, computer centers, public television stations — and sharing specialized staff.
- maintain strict discipline by working closely with community agencies and churches.
- encourage staff members to live in and be part of the community.
- provide on-going staff development and professional growth.
- develop educational programs that utilize the unique characteristics and diversity of the rural setting.
- maintain low incidence of turnover of professional and support staff.
- incorporate entrepreneurial concepts into the curriculum which result in new business ventures being established.

Promising Practices in New Jersey Rural Schools

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Promising Practices in New Jersey Rural Schools

All the promising practices discussed in this section were recognized by the U.S. Department of Education's Program Effectiveness Panel (PEP—formerly the Joint Dissemination Review Panel or JDRP) which evaluates and approves programs that are considered "exemplary." The programs approved by PEP are disseminated through the National Diffusion Network (NDN). The NDN Facilitator Project in New Jersey, working with the New Jersey Rural Assistance Council, recommended the 13 programs highlighted in this section.

Rural educators were introduced to these 13 promising practices at an invitational conference held in Princeton in September 1990. They are now in a program improvement process of adopting, adapting, or developing new programs based on this information.

According to researchers at Johns Hopkins University, schools will adopt, adapt, or develop programs that emphasize different components depending on the goals they have established, the specific needs of the students, and the resources available.

Seven characteristics are generally present in promising practices. They are:

- efficient and comprehensive management systems
- flexible grouping practices
- attention to different styles of learning
- involving families in children's education
- student responsibility for learning
- adequate funds for additional staff, technology, and staff development
- coordination of regular classes with supplementary or pull-out classes.

These programs may prevent students from becoming disadvantaged learners or treat students who have, despite best intentions, developed serious learning deficits.

Other programs aim to increase the level of content and improve the performance of all students.

The promising practices outlined in this section provide the following information: Program Title, Audience, Description, Requirements, Services, and Contact(s). For additional information about NDN programs, contact Kitty Wallin, Director, NDN Facilitator Project of NJ, (609) 582-7000.

Program Title: A+ for Kids Teacher Network

Audience

Public school teachers, grades K-12, are invited to join A+ for Kids Teacher Network activities by applying for "developer" grants or "adopter" grants and by participating in interschool visits and teacher workshops sponsored by the A+ for Kids Teacher Network throughout the school year.

The following are participating counties in New Jersey: Bergen, Essex, Hudson, Hunterdon, Mercer, Middlesex, Morris, Passaic, Somerset, Sussex, Union, and Warren.

Description

The A+ for Kids Teacher Network, Inc. is modeled after the national IMPACT II program operating in 30 sites across the country. The focus of the program is on the individual teacher and specific curriculum ideas.

The A+ for Kids Teacher Network is an idea-sharing network which links teachers in 12 participating counties in New Jersey, currently reaching over 37,000 classroom teachers. The A+ for Kids Teacher Network, Inc. is a nonprofit corporation launched in 1988 with major funding from WWOR-TV and other corporate sponsors.

The program awards grants to teachers who have developed successful projects in their classrooms and to teachers who want to adapt these ideas. The teacher network office publishes and disseminates these projects through the annual teacher idea catalog, and offers workshops conducted by the teachers which bring teachers together to improve classroom instruction.

The A+ for Kids Teacher Network is part of the national effort to share creative ideas and support the important profession of teaching.

Contact(s)

Joyce M. Kersey

Executive Director

A+ for Kids Teacher Network, Inc.

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East Orange, NJ 070018

(201) 675-4069

Program Title: Alphaphonics: Integrated Beginning Reading Program

A 26-week developmentally appropriate, success oriented, multisensory alphabet system to be used as a foundation for any reading system or program.

Audience

Approved by the Joint Dissemination Review Panel for kindergarten students. This program has also been used in other settings for preschool, first grade, special education, bilingual education (Spanish), ESL, Chapter I students in primary grades, and also in a School for the Deaf.

Description

Alphaphonics increases reading achievement by promoting the acquisition of basic reading readiness and receptive language skills while helping children develop positive academic self-images.

The program utilizes discovery, mystery, and memory aids. It stresses both positive recognition and a belief in the ability of each child to succeed. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. Poems in large print are used for whole group integrated language. The necessary repetition is made interesting by the presence of Astro, the friendly visitor from outer space. Astro's bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe that Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group instruction, or individualized programming. The children begin an individualized reading program when ready while they continue with the Alphaphonics lesson. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's activities. The teacher then works individually with students who need enforcement or enrichment. This program promotes a thematic unit developmentally appropriate integrated curriculum. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

Requirements

The program can be implemented in a typical classroom using regular teachers. A half-day or one-day training session is recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's bag. A variety of educational and motivational materials to enhance this program are useful and highly recommended.

Services

Awareness materials are available at no cost. Arrangements can be made for visitors to observe the program in use at various settings. Training is conducted at the project site or at the adopter site. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services available to be negotiated.

Contact(s)

Jeanne Stout Burke, Judith Brown, or Gretchen Ross
Alphaphonics

Sunshine Gardens School

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Program Title: Chapter 1 HOTS: Higher-Order Thinking Skills Project

An alternative approach to Chapter 1 for grades 4-6 in which compensatory services consist solely of higher order thinking activities.

Audience

Approved by PEP for Chapter 1 students in grades 4-6 in both reading and math. This program has also been used successfully with Chapter 1 students in grade 7, learning disabled in grades 4-6, and gifted in grades K-2.

Description

The project replaces traditional drill and practice activities and content instruction in compensatory programs and replaces them with thinking activities designed to generate the gains in basic skills expected from Chapter 1 programs. Students' thinking abilities and social confidence are improved in the process.

The goal is to provide students with conceptual skills to learn the more sophisticated content of the upper elementary grade levels the first time it is taught in the classroom. The program is conducted in a lab, equipped with Apple computers, with a detailed curriculum and a teacher trained in Socratic dialogue techniques.

Computers are used to enhance motivation and improve students' ability to self-monitor their own comprehension. The latter is enhanced due to the computer's ability to respond to students' ideas as fast as they can think of them.

A detailed curriculum provides dialogues to improve the key thinking skills of metacognition, inference from context, decontextualization, and information synthesis. Students' increased ability to articulate ideas and engage in sophisticated conversations enhance their language use and ability to learn content, with gains in both reading and math.

The program operates as a pull-out. Students are in the program for 35 minutes a day, four days a week, for one or two years. In the first part of the period, the teacher engages students in sophisticated conversations. Students are then given a challenge to solve using the computer. They later discuss their findings, approaches, and results.

Students proceed through the program sequentially with no management system and no grades. Teacher judgment determines the pace through the curriculum. Success is demonstrated by products generated by each student, how they articulate their findings, and the results they record.

Evidence of Effectiveness

As a result of participation in the program, Chapter 1 students in grades 4-6 improved their performance in reading and math to a greater extent than national averages and control groups, while also improving their thinking ability as measured by the ROSS and "Inference from Context" measures. Improved self-concept and improved participation in content learning in the classroom were also evident. Studies were conducted in 11 schools encompassing a wide range of ethnic characteristics.

Requirements

The program requires a computer lab and an experienced teacher who is trained in shifting from teaching approaches such as lecturing, refereeing, and linear sequencing to Socratic coaching techniques. Ongoing costs will vary according to the number of students, whether part-time or full-time staff is used, and the amount of the needed equipment the school already have. Compared to Chapter 1 programs nationally that use experienced teachers, the overall cost of this program is less, even taking equipment costs into account.

Services

Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings and for training and technical assistance (costs to be negotiated).

Contact(s)

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College of Education

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Program Title: FAST: Foundation Approaches in Science Teaching

A course in the concepts and methods of the physical, biological, and earth sciences and their relation to the environment.

Audience

Approved by the Joint Dissemination Review Panel for students in grade 7. This program has also been used by students in grades 6 and 8.

Description

This program is a full-year course giving students a sense of the operations of the modern scientific community by involving them in typical science activities. FAST is laboratory and field-oriented and designed for use with students who represent the full range of abilities and interests found in the typical middle/junior high school classroom. Instructional strategies are structurally sequenced to address differences in learning styles and to develop thinking skills. Students study three strands concurrently: physical science, ecology, and relational study.

The physical science strand introduces such concepts as mass, volume, density, buoyancy, physical and chemical properties of matter, pressure, vacuum, heat, temperature, and energy. The ecology strand includes such concepts as ecology, plant and animal growth and development, weather and climate, field mapping and population sampling. The relational study strand includes such concepts as resource management, technology, environmental use, energy use, and conservation.

Student and teacher materials guide student investigations. The Student Record Book enables students to record a concise log of individual and class activities. A classroom library of Reference Booklets is available, which describe use of instruments, suggest experimental designs, outline experimental techniques and provide necessary supplemental readings. It helps students to practice the skill of using outside references to supplement information available from the investigations and the Student Book.

The Teacher Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Book, the Teacher Guide includes teaching suggestions, advice on the classroom procedures, and detailed discussion of the conceptual and practical development of the students' investigations. Other materials for teachers include the Instructional Guide and Evaluation Guide.

Requirements

Adopting teachers are required to take 10 days of training (provided free with sufficient book purchases). Adopting schools are assumed to have basic science equipment and supplies including 6-10 centigram balances. An equipment kit is required. Recommended: A local project coordinator to monitor implementation activities, conduct bimonthly meetings with adopting teachers, and provide help to teachers as needed. Additional training is available for local coordinators and teacher trainers.

Services

Awareness materials are available at no cost. Examination copies of student and teacher materials are available at cost; videotape describing the program is available on loan (specify Beta or VHS). Visitors are welcome at project site and at selected demonstration sites by appointment. Some demonstration sites are available in other states. Project staff and/or certified representatives are available to attend awareness meetings on a negotiated cost basis. Teacher training is conducted each summer at project site or can be provided for adopters at adopter site.

Contact(s)

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Program Title: IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking

A staff development project to integrate critical thinking skills into and across the content areas.

Audience

Approved for students in grades 6-9, and effectively used by teachers of students at all grade levels (K-college), subject areas, and ability levels, but especially with at-risk students.

Description

Learning the mechanics of basic skills is not enough. Real competency requires training in critical thinking. IMPACT focuses on staff training to infuse the direct teaching of critical thinking into existing curriculum. IMPACT's instructional approach has three essential components: a universe of 22 critical thinking skills; a model lesson format; and 10 teaching behaviors that activate student use of critical thinking.

The training materials model proven methods for associating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying Relevant and Irrelevant Information, Cause and Effect Relationships, Predicting, and Logical Reasoning. Program validation has shown that IMPACT students significantly ($p>.05$) outperform similar control students in mathematics applications, comprehension, and critical thinking skills after only one semester in the program. The IMPACT Universe of Critical Thinking Skills, 10 teaching techniques, and lesson format are presented in six consecutive sessions of the IMPACT Level I seminar.

Sessions include:

Review of literature and research
Demonstration of technique
Group interaction/Lesson simulation

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce thinking skills. Trainees receive supervised practice. Following the seminar, participant further develop their skills by:

- Teaching the thinking skills listed in the IMPACT Universe of Critical Thinking Skills.
- Practicing the teaching strategies with their students.
- Observing each other teach IMPACT lessons in the classroom.
- Receiving/Reviewing feedback on the peer-observation findings.
- Creating original IMPACT based lessons.

Teachers easily integrate the three key IMPACT components into their instructional program by first adapting 60 model practice lessons based on either language arts or mathematics and then creating their own lessons. The curriculum materials, available only to IMPACT graduates, demonstrate both planning and instructional elements. The planning elements include: the demonstration of the thinking skills implicit in the standard curriculum, the prerequisite thinking skills, the behavioral objective, materials, and equipment. The lesson design, based on the Hunter model, incorporates the instructional elements of Orientation, Direct Instruction, Guided Practice, and Closure.

Requirements

IMPACT training occurs at two levels. For classroom implementation, the project recommends that the district enroll a team of at least two teachers and their site administrator in Level I training, an intensive 180-hour (3-day) inservice that models the infusion of the IMPACT approach. To become a Level II District/Site Trainer, a Level I graduate must have (1) been appointed by the district; (2) taught 20 IMPACT lessons; (3) filed a plan to disseminate IMPACT within the district for two years; and (4) completed a level II seminar.

Services

Awareness materials are available at no cost. With advance notice, arrangements can be made for visitors to observe the program in use at demonstration sites located nationwide. Project staff are available to make out-of-state Awareness Presentations. Training is conducted nationally at the project site, adopter sites, and pre-arranged advertised locations. Training registration fees are pre-set annually on the basis of pro-rated cost recovery. Technical assistance, follow-up, and evaluation services are available to adopters on a cost-recovery basis.

Contact(s)

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IMPACT Center for Teaching of Thinking

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Program Title: Life Lab Science Program

An applied science program emphasizing a hands-on, garden-based "living laboratory" approach to elementary science education.

Audience

Approved by the Joint Dissemination Review Panel for elementary students, grades 2-6.

Description

The Life Lab Science Program strives to ensure students' future interest and success in science by improving student attitudes toward the study of science, and increasing students' level of knowledge and skill acquisition in science.

The instructional approach is a combination of indoor and outdoor hands-on science activities with the key components being the garden lab (e.g., indoor grow box, greenhouse, planter boxes, vegetable beds). Students and teachers collaborate to transform their school grounds and/or classrooms into thriving garden laboratories for the application of scientific processes.

In this setting, students conduct experiments using the scientific method. They observe, collect and analyze data; establish worm colonies; raise vegetables, herbs and flowers; and have responsibility for maintaining their living laboratory. A structured course of study is followed in science, nutrition, and gardening. Instructional time varies from two to four hours per week. Teachers are responsible for all classroom instruction and use The Growing Classroom curriculum guide for the bulk of their science lessons.

Requirements

The critical learner setting is the living laboratory, whether an indoor grow box, containers adjacent to the classroom, a greenhouse, or a three-acre school farm. As such, all elements of the program are transportable.

The primary curriculum guide is The Growing Classroom, which contains science, nutrition, and gardening units and is accompanied by a scope and sequence. Prior to implementation, the program has a two-day workshop at the school site or project site that prepares teachers for using the program, teaching techniques, and the living laboratory approach.

Following the initial training, staff development and program implementation become the responsibility of Lead Teachers in each school. Advanced training is available and technical assistance will continue to be provided throughout the installation year. Adopters of the Life Lab Science Program typically generate a great deal of community support and resources. Cultivating the community is an important requirement of a successful adoption.

The adopter is responsible for travel and per diem costs. Trainer fees are to be negotiated. Implementation costs vary by site and the extent of living laboratory development. The Growing Classroom curriculum must be purchased for each implementing classroom teacher.

Service

Awareness materials are available at no cost. Visitors are welcome by appointment to visit project sites in their home state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted either at project site or adopter site (costs to be negotiated). Follow-up technical assistance is also available.

Contact(s)

Gary Appel/Lisa Glick

Life Lab Science Program

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Santa Cruz, CA 95064

(408) 459-2001

Program Title: Outcomes-Driven Developmental Model (ODDM)

A comprehensive and systematic program for improving all facets of school operation to produce excellent achievement by all students.

Audience

Approved by the Joint Dissemination Review Panel for all schools and students K-8. (ODDM will permit the inclusion of 9-12 staff in the training since it is equally applicable to them.)

The Johnson City Central School District (JC), having become dissatisfied with student achievement patterns and school improvement efforts, committed itself to a comprehensive redesign of its entire program. This redesign process, which came to be known as ODDM, employs a systematic change process that is applied to all facets of school operation (20 in all) such as instruction, curriculum design, climate, leadership and management, staff development, and the flow of communications.

Change in each area of school operation is always based on the best research literature since ODDM recognizes that the effective translation of theory and research into practice has been a significant problem for schools. ODDM is, in essence, a master plan for improving all facets of school operation in order to produce excellent achievement for all students. ODDM combines the elements of good teaching, learning, and administration into an eminently usable model.

ODDM succeeded in improving the achievement of JC students. Achievement in reading and math , K-8, served as the two key indicators of success in all areas of learning. In 1976, only 44% of all eighth grade students scored six months or more above grade level in reading; in math, 53% scored at this level. By May 1984, 75% scored at this level ($p>.001$). These gains in student achievement have persisted. Morale, climate, and staff effectiveness have also improved.

ODDM is a program for making all schools more effective by insuring that the conditions exist in which all students can learn with excellence, all teachers can teach more effectively, and all administrators can lead and manage more competently.

Requirements

ODDM may be adopted by a single school district or a cluster of school districts. Adopters must commit to six phases of implementation over a period of two years, during which they receive 25 days of training and assistance. Adapters must be willing to examine all facets of school operation to enhance the overall effectiveness of their organization.

A leadership team is required: the principal of each building involved, a school board representative, and, if a middle school is involved, instructional leaders from each of the major disciplines. Administrators and teachers on the leadership team specialize in various tasks and in the second year train increasing numbers of educators in their organization.

Services

Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. An annual conference is held the third week of October. Out-of-state awareness sessions may be arranged. Training is conducted best at the adopter's site or, in the case of clustering, at the site of the adopter with the most convenient location.

Training, implementation, telephone and mail correspondence, evaluation services, and a wide range of quality training materials such as 14 videotapes produced by a PBS station on ODDM are provided to all adopters. The adopter is responsible for travel expenses and honoraria for trainers. Adopters may reduce their costs substantially by clustering. Very few materials and no special equipment is needed to implement ODDM. The ODDM project provides a wide range of materials.

Contact(s)

Dr. Frank V. Alessi

Johnson City School District

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Johnson City, NY 13790

(607) 770-1200

Program Title: REACH: Respecting Ethnic and Cultural Heritage

Multicultural Education for All Students

Audience

Approved by the Joint Dissemination Review Panel for all eighth-grade students.

Description

Project REACH is a multicultural education program designed for infusion into the regular U.S. history and/or social studies program. The program's intent is to increase knowledge and understanding related to cultural diversity in America. The Project REACH curriculum process includes the following four phases:

Communication Skills: The students gain a basic understanding and practical skills in the areas of self-awareness, interpersonal communication, and group-dynamics through communication skill-building and problem-solving activities. These activities provide a foundation for the cross-cultural experience and learning that occur later in the program.

Cultural Self-Awareness: The participants study their own cultural background, learn the meaning and function of culture, and become aware of the cultural diversity that exists in their own school. Each student engages in extensive research related to his or her own cultural family or community history and then produces a large visual project to be displayed at a cultural fair.

Multicultural Knowledge: American history is presented in a way that adequately reflects the experiences and contributions of Asian American, Black/African American, Latino/Hispanic, and Native American people. Students engage in learning activities which help them gain in-depth knowledge of their history and the culture of different ethnic groups. Ethnic Perspective Booklets are used with listening tapes.

Cross Cultural Experience: After gaining knowledge and skills in the previous three phases, the students participate in a series of person-to-person experiences with persons from different cultural communities. These experiences can include student exchanges, guest speakers, assemblies, and special field trips to different cultural areas.

Participants in Project REACH have demonstrated an increased level of knowledge related to the history and culture of America's non-white ethnic groups, and have also demonstrated a decreased level of social distance expressed toward these groups.

Requirements

Project REACH is usually implemented in all social studies classes at one grade level within the middle/junior high school. No special staffing or facilities are required. Participating teachers are trained by Project REACH staff or certified Project REACH trainers before using the materials in their classrooms. Teacher Guide, student booklets, matching listening tapes, and related slide/tape and support materials are available for purchase from the Project REACH office.

Services

Awareness materials are available at no cost. Project staff and certified trainers are available for out-of-town awareness sessions at the cost of travel and expenses. Follow-up consultation and monitoring are available to adopters. Visitors are welcome by appointment at the Project REACH office. Adopting school districts enter into a contractual agreement with Project REACH and an adoption fee is negotiated to cover costs of training and teacher materials.

Project REACH is part of a four-unit, multicultural/global training and curriculum organization. The program units include Global REACH (high school), Project REACH (middle/junior high school), REACH for Kids (elementary) and REACH for Excellence (higher education/business).

Contact(s)

Gary Howard, Executive Director

or Bettie Sing Luke, Program Director

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Program Title: Reading Recovery

A one-to-one intervention program for the least able readers in first-grade classrooms.

Audience

The least able readers in first grade as determined by a comprehensive battery of individually administered diagnostic instruments.

Description

Reading Recovery reduces reading failure through early intervention and helps children become independent readers. The goal is to bring the children to the average of their class through individually tailored 30-minute lessons. Reading Recovery supplements the regular reading lesson in a classroom.

The specially trained teacher and child work together daily for one half-hour in which the child is involved in reading and writing experiences. Techniques include the reading of many "little" books to build confidence, daily writing, the re-reading of favorite books, and learning to hear sounds in words by writing simple stories.

Reading Recovery focuses on providing opportunities for children to make their own links between reading and writing—and discover meaning. The integrated reading and writing lessons are tailored to build on what the child already knows while strengthening a self-improvement system which leads to continued growth. The elements of the lesson are the same for each child, although the content differs for each child.

First-grade children improved their reading and writing ability after an average of 16.4 weeks, with 86% of the children reaching average levels of achievement for their class in reading. Growth in reading and writing is evidenced by statistically significant scores relative to an equivalent control group using a variety of writing and reading test elements. In addition, follow-up studies indicate the majority of children released from the program continue to make progress and read with the average of their class through the second, third, and fourth grades without additional help.

Requirements

For effective implementation, school systems should release one or two experienced individuals to attend a one-year teacher-leader training program at the Ohio State University in Columbus. They will learn procedures for implementation, evaluation, and administration of the Reading Recovery program.

The teacher-leaders, upon returning to their home site, train other teachers in the Reading Recovery model. Release time for trained teacher-leaders and teachers in training (including arrangements for a weekly 2½-hour class after school hours) is required.

Services

Awareness materials are available at no cost. Project staff are available for awareness presentations and training with all costs negotiable.

Contact(s)

Gay Su Pinnell, Dr. Carol A. Lyons, or Dr. Diane E. DeFord

Martha L. King Center for Language and Literacy

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Program Title: SAGE

A program designed to develop higher level thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.

Audience

Approved by the Joint Dissemination Review Panel for academically/intellectually gifted and talented students, grades 1-5.

Description

The objectives of the program are to develop higher order and critical thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.

The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units, and independent study. Activities presented in the thinking skills development portion of the curriculum stimulate and challenge students to think and perform at higher levels of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing, and using resource materials.

Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas. The third segment of SAGE core curriculum is independent study, which allows students to extend and enrich their knowledge of and interests in specific content areas. A mentorship program, utilizing experts in the areas of student interest, is an outgrowth of independent study.

SAGE develops new themes annually. There is a SAGE network of adopters who share thematic units as well as curriculum adaptations made for the regular classroom. Thinking skill booklets for the regular classroom teacher are available through the program's supplemental materials component.

The SAGE materials are adaptable to a variety of program designs. Guidelines are provided for schools in the initial program development stages. Schools which have already established a gifted/talented program may use the materials to enhance their current program. The SAGE Tri-Fold Curriculum can be easily supplemented in one of three instruction models or a combination of the field-tested models: separate classroom, resource room, and consultant teacher. Classroom teachers can be trained to implement SAGE for the academically/intellectually gifted students in the regular classroom.

Students participating in the program performed at significantly ($p<.05$) higher levels in higher order thinking skills, when compared to a nonparticipating comparison group, as measured by either the Ross Test of Higher Cognitive Processes (grades 4 and 5) or the Test of Cognitive Skills (grades 1-3). Similar gains were achieved on the Comprehensive Tests of Basic Skills, Form U and the Cornell Critical Thinking Test, Level X.

Requirements

The SAGE Tri-Fold Curriculum is a process for teaching higher level thinking skills. Therefore, a two-day training workshop is recommended. Administrative planning time is needed in addition to the teacher training days. It is preferable to do training in two consecutive days, but it can be done with one initial training day with a follow-up after some of the SAGE process has been implemented. A training manual is necessary. Training is conducted at the project site or adopter site. Costs for all services available to be negotiated.

Services

Awareness materials are available at no cost. Project staff are available for awareness, training, and follow-up. Implementation, evaluation, and follow-up services are available. Visitors are welcome to the project site by appointment.

Contact(s)

Sandra Cymerman, Disseminator

or Diane Modest, Director

Project SAGE

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Program Title: Social Decision Making and Problem Solving

A program that helps teachers facilitate the development and use of social decision making and problem solving skills in children and prevent substance abuse and related behavior difficulties.

Audience

Approved by PEP for teachers, administrators, guidance and child study team staff, and parents of children in the elementary grades, both in regular and special education programs.

Description

Social Decision Making and Problem Solving works by providing training to parents and educators who then pass on skills to children in self-control and participation, the use of an eight-step social decision making strategy, and practical know-how regarding the use of these skills in real life and academic problem areas.

The program is curriculum-based and occurs in three phases: readiness (which targets self-control and group participation and social awareness skills), instructional (which teaches an eight-step social decision making strategy to students), and application (in which children are taught to use skills in real life academic and personal situations).

The primary objective is to teach children a set of heuristic social decision making and problem solving thinking steps. Lessons are given to groups of children and are conducted on a regular basis by the classroom teacher. Extensive guided practice is built into most lessons and videotapes are used to provide skill modeling and hypothetical situations. Facilitative questioning and dialoguing stimulates integration of the techniques, and cooperative group projects and writing assignments further advance that process.

Evidence of Effectiveness

In pilot tests and evaluations of the program over a ten-year period, teachers, following training, were found to improve their ability to facilitate children's social decision making and problem solving. Children receiving the program improved their social decision making and problem solving skills relative to control groups. Students also showed more pro-social behavior in school and greater ability to cope with stress upon transition to middle school, when compared to controls. Students followed up in high school showed high levels of positive, pro-social behavior and decreased anti-social, self-destructive, and socially disordered behavior compared to controls.

Requirements

An individual practitioner — teacher, health educator, guidance counselor, school psychologist, social worker — can be prepared to implement the program. At the building or district level, training is provided to site leadership teams consisting of representatives from district and building administration, guidance, special education, substance-abuse counselors, teachers, and parents, as appropriate.

Services

Staff provide a two- to three-day training program for teachers, administrators, guidance and child study team staff, and parent leaders. The program also works with local staff to implement programs in subsequent years.

Contact(s)

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Program Title: Student Team Learning (STL)

A set of instructional techniques in which students are placed in four- or five-member heterogeneous learning teams to master basic skills initially presented by the teacher.

Audience

Approved by the Joint Dissemination Review Panel for students in grades 3-12.

Description

Student Team Learning (STL) is an instructional technique based on years of research on cooperative learning at the Johns Hopkins University. STL consists of three major strategies: Student Teams Achievement Division (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. All three require students to work in learning teams that are heterogeneous in terms of academic achievement, race, and sex. In STAD, students study worksheets in their teams following a teacher presentation. Students take quizzes individually to demonstrate how much they have learned. The individual quiz scores are summed to form a team score, and teams are rewarded for their performance. TGT is similar to STAD, except that students are actively engaged in an academic game instead of taking quizzes. In Jigsaw, students become "experts" on topics related to narrative material they have read and teach these topics to their teammates.

STAD is approved for language arts, TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials. The techniques are very practical and easy to learn. They are in use in thousands of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent because the team goal and team interactions allow students to view one another positively. Because the program is inexpensive, takes no more class time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of classroom instruction in any subject.

Requirements

Individual teachers can implement STL through the use of the teacher's manual. For school or district implementation, there should be general awareness training followed by workshop training (two days).

Services

Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in many states. Project staff are available to attend out-of-state awareness meeting and/or training at the adopter site. Implementation and follow-up services are available to adopters. Cost to be negotiated.

Contact(s)

Anna Marie Farnish

Director of Training Projects

Center for Research on Elementary and Middle Schools

3505 North Charles Street

Baltimore, MD 21218

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Program Title: Teaching Geography: A Model for Action in Grades 4-12

A dissemination process for providing geography education skills and knowledge to teachers of grades 4-12.

Audience

Teachers in any discipline in which geography plays an important role; approved by JDRP for those teaching in grades 4-12.

Description

Teaching Geography: A Model for Action in Grades 4-12 is one of the National Geographic Society's comprehensive efforts—embodied in its geography education program—to enhance the status and effectiveness of geography education nationwide. Teaching Geography's materials and services can be effectively utilized in any course in which geographic concepts and skills play a part.

The Teaching Geography Project's goal is to help teachers increase their competence and confidence in teaching geography. Through a combination of materials, inservice workshops, and other support mechanisms, teachers learn to view geography in a framework based on five fundamental themes and to develop the ability to present geography in this context to their students. Using this approach to learning geography, students can understand the importance of basic geography observation—facts about location and place, as well as the more complex analytical concepts of geography relating to human interaction and the development of the earth.

A major emphasis of the Teaching Geography Project is the sharing of content, lesson plans, and teaching strategies that illustrate these five themes: location, place, human-environment interactions, movement, and regions. Among the resources to introduce teachers to the themes and to assist educators in developing meaningful lesson plans are a handbook and inservice workshops.

Professional informational and development services are available through the National Geographic Society's geography education program such as summer institutes in geography and other opportunities through Society-sponsored state geographic alliances.

Teaching Geography workshop sessions use a basic framework of content and classroom-tested strategies that can be tailored to the needs of a state or school district. These are typically one-day workshops, combining short content presentations by professional geographers with guided practice in hands-on teaching activity ideas by Teaching Geography Project teacher-consultants who are graduates of NGS-sponsored geography institutes.

A key support service of the Teaching Geography Project is offered by access to NGS-sponsored state geographic alliances. These partnerships of classroom teachers, professional geographers, and other educators provide opportunities for instructors to contribute to the understanding of geography and how it can be effectively taught. Alliances maintain networking mechanisms—newsletter, meetings and workshops, curriculum materials, and geography education program-approved summer geography institutes. These intensive multi-week institutes provide instruction in geography content, proven teacher strategies, and effective inservice methods.

Evidence of Effectiveness

Use of Teaching Geography Project materials and services leads to positive changes in teachers' understanding of geography content, strategies to teach geography, and increased confidence to teach it. Preliminary evaluation results show that teachers trained to use the methods and materials show a change in performance and attitude that should have a positive effect on geography learning.

Services

Teaching Geography Project awareness materials are available at no cost, as are Geography Education Program informational materials. Project staff or certified representatives are available to attend limited numbers of awareness conferences (costs to be negotiated). Teaching Geography Project workshop training is conducted at adopter sites (costs to be negotiated). NGS-sponsored geographic alliances offer additional inservice training opportunities, alliance teacher-generated, state-specific curriculum materials, networking mechanisms, and multi-week summer geography institute training, conducted at various university sites across the country.

Contact(s)

Mark H. Bockenhauer

Teaching Geography Project Coordinator

or Charles Sterling, Project Associate

Geography Education Program

National Geographic Society

17th and M Street NW, Washington, DC 20036

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Ideas That Work in New Jersey Rural Schools

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The programs and practices highlighted in this section were submitted by rural teachers and administrators in response to a survey questionnaire designed to identify successful practices through innovations at the school and classroom level. These practices have not been studied by researchers, no empirical or validated information exists; rather, they are considered helpful hints or ideas that work. However, according to practitioners based on their assessment procedures, these programs/practices contain elements which hold promise for improving education for rural students. The information gathered through the survey was supplemented through structured interviews. Programs/practices received on-site visits by rural educators for the purpose of observing the program to verify information.

The idea to survey and visit rural schools for ideas of what works came from rural educators in the state who are eager to learn from one another and share innovative ideas on projects and form professional networks for cooperating across districts to improve all students' opportunity for learning.

The eight rural school programs/practices recognized in this section share the following characteristics. These characteristics are supported by the research. They include:

Continued on the following page

Ideas That Work in New Jersey Rural Schools

- shared mission keyed to school-wide goals
- local innovations which were initiated out of a perceived need or promise and are fully supported and encouraged by the local board of education
- individuals who believed in the effort and were willing to commit energy and continued efforts to its success
- parent involvement and parent and community support
- staff development and professional development
- teachers as leaders in curriculum decision making and administrators promoting productive collegial interactions
- emphasis on content as much as process
- meeting student needs and student learning as priorities
- efforts to learn more efficient, effective ways of operating.

The programs featured in this section of the directory are listed alphabetically by program title, purpose, key features, what we learned, school site and contact person.

All programs are currently operative and have been in existence for three or more years. Materials are available and visitors are welcome.

Program Title: All-Day Kindergarten

Purpose

To provide an all-day kindergarten program which is well-rounded academically and socially without placing undue physical stress upon the students or the teacher.

Key Features

- Before entering kindergarten, children are tested for physical, social, and academic development to determine readiness for entering kindergarten and placement for learning.
- The teacher is a firm believer in the benefits of an all-day kindergarten program; the administrator and the Board of Education are committed to and fully support the program; the parents and community are involved by assisting with the program.
- Children move at their own pace in academic areas and are grouped for instruction based on continuous progress and assessment indicators.
- Children leave the kindergarten classroom for library, art, music, and physical education.
- Due to the extended day, children have an opportunity to interact with older children (cross-age/cross-grade) and become involved in cultural experiences and enrichment activities presented schoolwide such as: performing in musicals and plays, and contributing to art exhibits and art activities, special library and physical education events.
- The first-grade curriculum has been adjusted to meet the needs of the children coming to the first grade from the all-day kindergarten program.

What We Learned

This all-day kindergarten program has been operating for three years. To date, children appear to be very happy and adjusted to the full day of instruction and enrichment activities.

The teacher reports that the extended day allows time for more enrichment projects, increased time-on-task, and produces greater academic and social progress on the part of the children.

Although parents have the right to remove their children at noon, in three years of operation no parents have removed their children at the end of the half-day session.

Evaluation data is available and indicates increased student achievement.

Establishing this all-day kindergarten program was cost-effective for the district.

School Site

Edgarton Memorial School

Rural District

Newfield School District

Catawba Avenue

Newfield, NJ 08344

Contact Person

Ms. Marie Grochowski

Chief School Administrator

Newfield School District

(609) 697-1141

Program Title: Computer Education

Purpose

To deliver computer instruction to students in grades 4, 5, and 6 in a computer laboratory setting.

Key Features

There are 170 students enrolled in this K-6 rural school. For the past five years the Board of Education has been committed to improving and expanding the computer education program by allocating funds to purchase computers and train teachers in their use. The program has grown from two computers in 1985 to the establishment of an equipped computer laboratory and the purchase of computers for the regular classroom. A classroom teacher has received special training and is responsible for planning and coordinating the computer education program in the laboratory.

- The parents and community are very supportive and encourage the growth and maintenance of the program.
- Coordination and collaboration occurs between the laboratory program and the classroom program.
- Students receive one hour of instruction daily in the laboratory which includes: one half-hour of teacher-directed instruction and one half-hour of student-directed learning.
- The laboratory teacher teaches six periods daily.
- All students have disks and the teacher monitors their work by reviewing the disks.
- Articulation occurs between the elementary and the regional high school about computer education.
- Students in the gifted program use the computer lab to supplement their work.
- Evaluation is conducted by monitoring students' progress against teacher and student expectations using wall charts to record student progress, and the report card indicates student progress in computer education.
- As the students become proficient in computer education, they are used as peer-tutors assigned to younger children.

What We Learned

Through commitment, careful planning, and allocating resources new strategies (computer laboratory) can be initiated in rural schools to improve curriculum and instruction.

Students are self-motivated and positive about using computers and report that they are prepared and confident for new computer experiences at the high school level.

Critical thinking skills and creative problem solving are enhanced through the computer education program.

School Site

West Amwell Elementary School

Rural District

West Amwell School District

295 Highway 179

Lambertville, NJ 08933

Contact Person

Mr. Tony De Canzio

Superintendent

(609) 397-0819

Program Title: Developmental Kindergarten

Purpose

To provide kindergarten-age children with a cognitive development approach to learning skills at the kindergarten level.

Key Features

All children eligible to enter kindergarten in September are screened the previous May. Based on information collected and analyzed by a team, and in consultation with the parents, children are placed in either an academic or a cognitive developmental kindergarten program.

The team responsible for conducting the screening includes: a speech therapist, the school nurse, the principal, and the teacher of the developmental program. Diagnostic and norm referenced tests are administered.

Children who have birthdates close to the kindergarten cut-off date of October 1 are eligible for the program.

The program operates for 2.5 hours daily with one teacher and one aide for 12 students.

Report cards are issued twice a year, and two parent-teacher conferences are held.

Dial R and the California Test of Basic Skills are administered at the end of the year to determine progress.

What We Learned

The program was developed to meet the developmental levels of kindergarten children. It was felt that an alternative kindergarten program was needed which emphasized a cognitive development program.

Children leaving this program either go to the academic kindergarten or first grade. Seventy-five percent normally go to the academic kindergarten. Twenty-five percent go on to first grade.

The teachers, parents, and administrators feel positive and are committed to the program.

There has been a dramatic decrease in the number of children retained in kindergarten.

There has been a significant decrease in the number of primary grades children needing supplemental or basic skills programs.

A curriculum is available upon request.

School Site

Atlantic Highlands Elementary School

Rural District

Atlantic Highlands School District

140 First Avenue

Atlantic Highlands, NJ 07716

Contact Person

Mrs. Martha C. Hammond

Superintendent

(908) 291-2020

Program Title: Math Their Way

Purpose

To allow students to work with interactive manipulative materials in a mathematics program which focuses on problem-solving skills and higher-order thinking skills.

Key Features

- This rural K-4 school houses about 300 students. The philosophy of the school is to involve teachers in decision making and governance. This results in a positive school climate which encourages careful planning and collaboration among teachers, on-going perspective taking, increased teacher-student interactions, and student-to-student interactions. Currently in grades K-2, it is planned that the program will be implemented in the upper grades.
- Program improvement and evaluation is on-going. Students' achievement has increased in the areas of problem solving and critical thinking as evidenced by the California Achievement Test results.
- Improves students' self-esteem, successful with at-risk and special education students; also used for enrichment.
- The parents and community support the program.
- The program requires little workbook or ditto activity.
- Students are trained in the use of manipulatives and conclusions to problems are stated in numerical sentences.
- All staff are involved in the development of the program and apply cooperative learning strategies.
- Uniblocks and a variety of other manipulative materials are used in lessons. Much of the activity is done on the floor.

What We Learned

Children and teachers learn together through a program which is action oriented rather than textbook driven and does not involve excessive paper work for students or teachers.

Students evaluate themselves and each other daily and there is program, teacher, and student accountability.

Teachers' role is to facilitate learning rather than provide information.

Enthusiasm for the program and learning is infectious.

The program encourages more on-task behavior, higher achievement, increased retention, more opportunity for higher-level reasoning, and more opportunity for participatory learning.

Math concepts and learning are applied and the language of math is in the child's everyday life.

School Site

Long Pond Elementary School

Rural District

Andover Regional School District

707 Limecrest Road

Newton, NJ 07860

Contact Person

Dr. Carolyn Spurlock

Principal

(201) 383-3743

Program Title: Our World: Its People and Their Culture (Humanities)

Purpose

To provide students in grades 7 and 8 with an appreciation and understanding of World Cultures and of its people through integrating the teaching of social studies, music, art, customs, and the folklore.

Key Features

- This team-teaching course is taught cooperatively by the music and the social studies teachers once a week for a 45-minute period.
- The class is equipped with a computer and printer, one Kodak Ektographic Visualmaker, musical recordings of music representing all countries studied, on computer a biography of famous composers and artists of the countries studied, folders with past and current sundry information on countries studied, copies of paintings representative of all the countries studied, record players, and tape recorders. All the above equipment is available to the student who is involved in the research of a specific country.
- Students may choose to work in groups or as an individual in researching the culture, vocal, and instrumental music of a country.
- All major areas of the world are covered in two years.
- Outcome of student research is in the form of an oral report given to the class by the group or the individual. Verbal reports must meet specific criteria and are graded both by the class and the two teachers.
- This program began in 1980.
- Both teachers have gained recognition through the Governor's Recognition program. Each was awarded grants of $1,000. The money was used to purchase materials and equipment for the program.

What We Learned

- Cost of program both in start-up and maintenance costs are minimal.
- The cooperation of the administration, the board, and the community is necessary. On-going communication on matters dealing with the program is necessary.
- Matching-up of teachers for team teaching should be made only after both parties involved are familiar with team-teaching concepts and complete an agreement to follow the principles of team teaching.
- Administration should provide a formal common planning period for both teachers, especially for the first few years of the program.

School Site

Oldman Middle School

Rural District

Oldman Township School District

R.D. #1, Box 336 B

Pedricktown, NJ 08067

Contact Person

Mr. Maurice J. Madden

Superintendent

(609) 299-4240

Program Title: Shared Curriculum Services

Purpose

To allow four elementary school districts and a regional high school in Gloucester County to form a consortium for the purpose of articulating, coordinating, and collaborating on curriculum and instruction.

Key Features

- There are four elementary districts which send students to the Gateway Regional High School to complete grades 7-12. They range from affluent to slightly below the mid-point per capita income.
- The effort was prompted by a desire to have some curriculum commonality in the elementary grades of all the participating school districts.
- The program developed from other efforts such as cooperative in-service, periodic curriculum articulation meetings, and Child Study Team cooperative action.
- The communities are geographically very close to each other which allows for an easy continuing dialogue and direction setting. There is a steering committee made up of middle management from all the schools. Each chief school administrator receives a monthly report about the working of the program. There is also a board of education presidents' meeting which considers this program on an on-going basis.
- The enrollment of the five schools is about 1,400 students and there is very little growth in enrollment expected.

What We Learned

Administrative support and commitment, teacher readiness, linkage, and "fit" with school organizations are characteristics of this model and are factors reported in successful promising practices in rural settings.

Students move through curriculum more quickly, pick up concepts, and maintain a higher level of self-esteem. These results seem most obvious among special needs students.

Staff planning time has increased, as has administrator involvement in instructional and curriculum planning.

Funds for the continuation and expansion of the program have been secured through School District and community efforts.

School Site

Westville Elementary School

Birch and High Streets

Westville, NJ 08903

Contact Person

Ms. Diane Anderson, Curriculum Coordinator

Woodbury Heights Elementary School

Woodbury, NJ 08097

(609) 848-7001

Program Title: Special Children's School

Purpose

To provide orthopedically, multiply handicapped rural students ages 3-21 with an interdisciplinary special education program.

Key Features

- The Sussex County Educational Services Commission, a consortium of 21 rural school districts, administers the special education program. Students attend from Sussex, Warren, and Morris Counties.
- The Special Children's School, a public non-profit agency, is located in a designated wing of the Newton Memorial Hospital. The program provides a half-day pre-school, as well as year-round all-day primary and secondary classes. Services provided include:
  - individual and small-group instruction
  - speech therapy
  - physical therapy
  - occupational therapy
  - nursing services
  - parenting services
  - oral motor therapist
  - psychiatry evaluation.

  Ancillary services include:
  - certified teaching staff
  - experienced teacher assistants
  - individual parent conferences
  - written teacher and therapy reports
  - team approach to Individual Educational Prescriptions (IEP)
  - communication between school and privately contracted therapists
  - facilitation in obtaining therapeutic equipment
  - close proximity to all hospital services
  - active parent/professional advisory board
  - pre-vocational training
  - scouting program, Troop #700
  - augmentative communication computer program.

What We Learned

Prior to the funding of the Special Children's School all handicapped students were transported to facilities outside of Sussex County.

The establishment of this special school has been cost-effective and efficient in meeting the needs of developmentally and physically challenged students.

Twenty-one districts pool resources to provide educationally and medically sound services and rent space from the Newton Memorial Hospital. The Commission is in the process of purchasing land to build a new facility.

School Site

Newton Memorial Hospital

Rural District

Sussex County Educational Services Commission

7 Church Street

Newton, NJ 07860

Contact Person

Ms. Gloria Kalina

Superintendent of the Sussex County Educational Commission

(201) 383-3350

Program Title: Whole School Gifted and Talented Program

Purpose

To provide a gifted and talented program for all students in grades 1-6.

Key Features

This K-6 rural school, built in 1832, enrolls 49 students. Grades 1-2, 3-4, and 5-6 are combined and taught as single units. There are three full-time teachers and a chief school administrator who also teaches a half-day kindergarten.

This program operates weekly on Friday afternoons. Units of study are taught on a rotating basis. The content includes critical thinking and creative problem solving skills. All students in grades 1-6 are eligible to participate.

Students do not receive formal grades in this program, although program evaluation is conducted by students and teachers discussing progress and planning for changes.

The community, parents, and the Parent Teacher Organization are supportive and involved in developing and improving the program.

More positive heterogeneous relations, peer and social support, increased use of higher-level reasoning, sharing, and nurturing are important elements of the program. Cooperative learning techniques are employed in the program.

What We Learned

- Students were proficient at solving problems through building consensus.
- Enthusiasm among students and teachers was observed with the role of the teachers being facilitator. Teachers and students were partners in learning. Teachers provided assistance, feedback, reinforcement, and support.
- Primary-grade students were as proficient as older students in brainstorming and group-process techniques. All children participated eagerly in discussions.
- Students were well spoken, followed the established rules, and a positive atmosphere was established and maintained.
- Teachers structure the learning environment so that students experience success and assume responsibility for their own learning.
- Peer tutoring, helping, sharing, and intense students' interaction and encouragement existed in small-group settings.

School site

Stockton Borough Elementary School

Rural District

Stockton Borough School District

19 South Main Street

Stockton, NJ 08559

Contact Person

Mrs. Marlene Leeb

Chief School Administrator

(609) 397-2012

Directory of Rural Schools in New Jersey

New Jersey Rural Assistance Council 45

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The information included in this directory was compiled with the help of the New Jersey Rural Assistance Council (RAC) and the New Jersey Department of Education County Superintendents. Applying an RBS definition that was developed with key groups in the state, the RAC worked with the County Superintendents to identify 115 rural school districts. Because this is the first attempt to apply the definition to school districts, the list may not be comprehensive. The task of refining the definition and updating the list of rural schools will be a task that is ongoing and continuous. A map of New Jersey Rural School Districts is included and reflects the 115 school districts listed in the document.

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Elmer School District
Elmer, NJ 08319
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Coordinator
Rural Assistance Council
Research for Better Schools
444 North Third Street
Philadelphia, PA 19123
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Dr. Steven Kalapos, Chair
County Superintendent
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Cumberland County Office
19 Landis Avenue
Bridgeton, NJ 08302
(609) 451-0211
FAX (609) 455-9523

Mr. William Mancuso
County Superintendent
NJDE
Warren County Office
Warren County Court House
413 Second Street
Belvidere, NJ 07823
(201) 475-6326
FAX (201) 475-3541

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Hillsdale Public Schools
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Mays Landing Highway
Mays Landing, NJ 08330

Burlington County
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Mr. Art Mertz
Union and High Streets
Mt. Holly, NJ 08060

Camden County
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FAX (609) 486-0177
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Cape May County
(609) 465-1283
FAX (609) 465-2094
Dr. Patricia M. Horton
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Cape May C.H., NJ 08210

Cumberland County
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FAX (609) 455-9523
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19 Landis Avenue
Bridgeton, NJ 08302

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Sewell, NJ 08380

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Mercer County
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Morris County
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Mr. Joseph F. Zach
212 Washington Street
Toms River, NJ 08753

Passaic County
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FAX (201) 742-1415
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Warren County
(201) 475-6326
FAX (201) 475-3541
Mr. William Mancuso
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Belvidere, NJ 07823

New Jersey's Rural Districts by County

Atlantic County

Estell Manor School District
609-476-2267
Mrs. Roseann M. Cialella
Superintendent
Box 122 , Cape May Avenue
Estell Manor, NJ 08319

Folsom School District
609-561-8666
Mr. Salvatore Todaro
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Folson, NJ 08037
FAX 609-567-8751

Mullica Township School District
609-561-3868
Dr. Martin Ney
Superintendent
Union Avenue, Box 318
Elwood, NJ 08217
FAX 609-561-7133

Port Republic School District
609-652-7377
Mr. Howard Paynter
Superintendent
Pomona Avenue
Port Republic, NJ 08241

Weymouth Township School District
609-476-2412
Mr. Marshall Behr
Superintendent
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Dorothy, NJ 08317
FAX 609-476-3966

Burlington County

Bass River Township School District
609-296-4230
Dr. Lawrence De Feo
Administrative Principal
Bass River Township Elementary School
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Chesterfield Township School District
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295 Bordentown-Chesterfield Road
Trenton, NJ 08620

Eastampton School District
609-267-9172
Dr. John Holcroft
Superintendent
RR #30, Box 3124, N. Pemberton Road
Mt. Holly, NJ 08060

Hainesport Township School District
609-267-1316
Mr. Thomas J. Reardon
Superintendent
211 Broad Street
Hainesport, NJ 08036

Mansfield Township School District
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Superintendent
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Columbus, NJ 08022

Southampton Township School District
609-859-2256
Dr. James Kerfoot
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Pleasant Street
Vincentown, NJ 08088
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Burlington County, *continued*

Springfield Township School District
609-723-2479
Mr. Walter G. Bowyer
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Jobstown, NJ 08041

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Dr. Robert L. Backer
Administrative Principal
Second Street
Chatsworth, NJ 08019

Camden County

Chesilhurst Borough School District
609-767-5451
Mr. Roy Holland
Chief School Administrator
Sixth and Edwards Avenues
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Waterford Township School District
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Mr. Richard Salimena
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Cape May County

Dennis Township School District
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Woodbine School District
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Mr. Edward S. Petitt
Chief School Administrator
Webster Avenue
Woodbine, NJ 08270
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Cumberland County

Commercial Township School District
609-785-0222
Mr. Barry Ballard
Superintendent
R. D. #1, Route 633
Port Norris, NJ 08349

Cumberland Regional School District
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Superintendent
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Deerfield Township School District
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Mr. David E. Hitchner
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Box 375, Morton Avenue
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Downe Township School District
609-447-4673
Mr. Joseph H. Webb
Superintendent
Route 553
Newport, NJ 08345
FAX 609-447-5130

Cumberland County, *continued*

Fairfield Township School District
609-451-1128
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Superintendent
R. D. #4, Box 337
Bridgeton, NJ 08302

Greenwich Township School District
609-451-5513
Mr. Richard E. Mower
Superintendent
P. O. Box 360, Main Street
Greenwich, NJ 08323

Hopewell Township School District
609-451-8775
Mr. Richard D. Gable
Chief School Administrator
65 Barrett Run Road, RR #1, Box 18
Bridgeton, NJ 08302

Lawrence Township School District
609-447-4237
Mr. Charles T. McGlone
Chief School Administrator
East Avenue
Cedarville, NJ 08311
FAX 609-447-3446

Maurice River Township School District
609-825-7679
Mr. Albert A. Monillas
Superintendent
South Delsea Drive, Drawer D
Port Elizabeth, NJ 08348

Shiloh School District
609-451-5424
Mr. Edwin J. Hallanan
Chief School Administrator
Main Street
Shiloh, NJ 08353

Stow Creek Township School District
609-455-1717
Dr. Patricia K. LeVan
Chief School Administrator
Gumtree-Stow Creek Road
R. D. #3, Box 223
Bridgeton, NJ 08302

Upper Deerfield Township School District
609-455-2267
Mr. L. William Morris
Superintendent
Highway #77
Seabrook, NJ 08302

Gloucester County

Clearview Regional School District
609-478-4400
Mr. Michael Toscano
Superintendent
Breakneck Road
Mullica Hill, NJ 08062
FAX 609-478-0409

East Greenwich Township School District
609-423-0412
Mr. Joseph P. Conroy
Superintendent
535 Kings Highway
Mickleton, NJ 08056
FAX 609-224-0144

Elk Township School District
609-881-4551
Mr. James H. Davis
Administrative Principal
R. F. D. No. 1, Box 338
Glassboro, NJ 08028

Franklin Township School District
609-697-0161
Mr. Bernard Weisser
Superintendent
Box 98
Franklinville, NJ 08322
FAX 609-697-9379

Gloucester County, *continued*

Harrison Township School District
609-478-2016
Mr. Thomas Summerill
Superintendent
Route 45
Mullica Hill, NJ 08062

Kingsway Regional School District
609-467-3300
Dr. Terrence Crowley
Superintendent
Kings Highway
Swedesboro, NJ 08085
FAX 609-467-5382

Newfield School District
609-697-1141
Ms. Marie Grochowski
Administrative Principal
Catawba and Madison Avenues
Newfield, NJ 08344

Southern Gloucester County Regional School District
609-694-0100
Mr. Boyd A. Sands
Superintendent
Delsea Regional High School
Blackwoodtown Road
Franklinville, NJ 08322
FAX 609-694-4417

South Harrison Township School District
609-769-0855
Dr. Thomas A. Murphy, Jr.
Superintendent
Main Street, Box 112
Harrisonville, NJ 08039
FAX 609-769-4060

Swedesboro-Woolwich School District
609-467-0146
Mr. James Sarruda
Superintendent
Kings Highway
Swedesboro, NJ 08085
FAX 609-467-2717

Hunterdon County

Alexandria Township School District
201-996-6811
Mr. John Ammon
Superintendent
R. D. #2, Box 80
Pittstown, NJ 08867
FAX 201-996-7963

Bloomsbury School District
201-479-4414
Mr. Dale Briggs
Administrative Principal
20 Main Street, Box 375
Bloomsbury, NJ 08804

Califon School District
201-832-2828
Mr. Walter Miller
Chief School Administrator
RR #3, Box 325, School Street
Califon, NJ 07830

East Amwell Township School District
201-782-6464
Dr. Fred R. Ferrone
Superintendent
43 Wertsville Road
Ringoes, NJ 08551
FAX 201-782-1298

Franklin Township School District
908-735-7929
Mr. Harry O. Tachovsky
Superintendent
Box 368, Rt. 579
Quakertown, NJ 08868

Hunterdon County, *continued*

Frenchtown School District
201-996-2751
Mr. Bernard Ruekgauer
Chief School Administrator
902 Harrison Street
Frenchtown, NJ 08825

Hampton School District
201-537-4101,4535
Mr. Thomas J. Lubben
Chief School Administrator
R. D. #2, Box 48A, South Street
Hampton, NJ 08827

Kingwood Township School District
201-996-2941
Mr. C. Edwin Smith, III
Superintendent
R. D. #1, Box 364
Frenchtown, NJ 08825

Lebanon Borough School District
908-236-2448
Mr. Walter Schaufele
Superintendent
Box 426, 6 Maple Street
Lebanon, NJ 08833
FAX 201-236-7670

Lebanon Township School District
201-638-4521
Dr. John Deibert
Superintendent
Woodglen Road
RR #2, Box 295
Califon, NJ 07830
FAX 201-638-5511

Milford Borough School District
201-995-4349
Dr. William J. Nunan
Interim Superintendent
7 Hillside Avenue
Milford, NJ 08848-9601

South Hunterdon Regional High School District
609-397-1888, 2060
Dr. Thomas R. Davidson
Superintendent
R. D. #1, Box 77
Lambertville, NJ 08530
FAX 609-397-2366

Stockton School District
609-397-2012
Mrs. Marlene Leeb
Chief School Administrator
Box F, Main Street
Stockton, NJ 08559

West Amwell Township School District
609-397-0819
Mr. Tony DeCanzio
Superintendent
295 Highway 179
Lambertville, NJ 08530
FAX 609-397-4350

Mercer County

Washington Township School District
609-448-8383
Mr. John Barron
Superintendent
School Drive
Windsor, NJ 08561
FAX 609-448-2981

Monmouth County

Millstone Township School District
908-446-6894
Mr. Ernest W. Donnelly
Superintendent
18 Schoolhouse Lane
Clarksburg, NJ 08510

Upper Freehold School District
609-259-7292
Dr. Stephen L. Sokolow
Superintendent
27 High Street
Allentown, NJ 08501
FAX 609-259-0881

Morris County

Boonton Township School District
201-334-0880
Mr. James Bolan
Superintendent
R. D. #4, Box 510
Boonton, NJ 07005
FAX 201-334-0035

Harding Township School District
201-267-6398
Mr. William Cooper
Superintendent
Box 248, Lee's Hill Road
New Vernon, NJ 07967-0248

Mendham Borough School District
201-543-2295
Dr. David Ottaviano
Superintendent
12 Hilltop Road
Mendham, NJ 07945

Mendham Township School District
201-543-2323
Dr. Joseph Cornell
Superintendent
West Main Street
Brookside, NJ 07926
FAX 201-543-4631

Mine Hill Township School District
201-366-0590, 5817
Dr. Ernest Palestis
Superintendent
Canfield Avenue
Mine Hill, NJ 07801

Mount Arlington School District
201-398-4400
Mr. William E. Desmond
Superintendent
Howard Boulevard
Mount Arlington, NJ 07856

Netcong School District
201-347-0020
Dr. Vincent Togno
Superintendent
26 College Road
Netcong, NJ 07857-1621

Riverdale School District
201-839-1300
Mr. Ronald J. Wolfe
Superintendent
52 Newark Pompton Turnpike
Riverdale, NJ 07457-1499
FAX 201-839-8856

Rockaway Township School District
201-627-8200
Dr. John Fanning
Superintendent
Box 500
Hibernia, NJ 07842
FAX 201-627-7968

Wharton Borough School District
201-361-2592
Mr. Richard Ruffer
Superintendent
137 East Central Avenue
Wharton, NJ 07885
FAX 201-895-2187

Ocean County

Barnegat Township School District
609-698-5800
Dr. Robert L. Horbelt
Superintendent
25 Birdsall Street
Barnegat, NJ 08005
FAX 609-698-6638

Berkeley Township School District
201-269-2233
Mr. Robert Ciliento
Superintendent
53 Central Parkway
Bayville, NJ 08721
FAX 201-269-4487

Eagleswood Township School District
609-597-3663
Mr. Thomas W. Resch
Superintendent
511 Route 9, Box 355
West Creek, NJ 08092
FAX 609-978-0949

Lakehurst Borough School District
201-657-5741
Mr. Ronald L. Meinders
Chief School Administrator
301 Union Avenue
Lakehurst, NJ 08733

Little Egg Harbor School District
609-296-3295
Mr. George J. Mitchell
Superintendent
950 North Green Street
Little Egg Harbor, NJ 08087

Ocean Township School District
609-693-3329
Mr. E. Stephen Seeley
Superintendent
Wells Mill Road
Waretown, NJ 08758

Pinelands Regional School District
609-296-3106
Mr. Clement A. Crea
Superintendent
Nugentown Road, Box 248
Tuckerton, NJ 08087-0248
FAX 609-294-9519

Plumsted Township School District
609-758-2336
Dr. Gerald Woehr
Superintendent
44 North Main Street
New Egypt, NJ 08533
FAX 609-758-3707 (Board of Education Office)

Tuckerton Borough School District
609-296-2858
Mr. Michael V. Fogg
Superintendent
Marine Street, Box 217
Tuckerton, NJ 08087

Passaic County

West Milford Township School District
201-697-1700
Mr. Thomas A. Kraft
Superintendent
46 Highlander Drive
West Milford, NJ 07480

Salem County

Alloway Township School District
609-935-1622
Mr. Robert B. Catando
Superintendent
Box 327, Cedar Street
Alloway, NJ 08001

Elmer Borough School District
609-358-6761
Dr. Stephen Berkowitz
Chief School Administrator
Front Street, Box 596
Elmer, NJ 08318
FAX 609-358-7550

Salem County, continued

Elsinboro Township School District
609-935-3817
Mr. Mark M. Durand
Chief School Administrator
R. D. #3, P. O. Box 125
Salem, NJ 08079

Lower Alloways Creek Township School District
609-935-2707
Ms. Sheila Shea-Hager
Chief School Administrator
967 Main Street-Canton
Salem, NJ 08079
FAX 609-935-9673

Mannington Township School District
609-935-1078
Dr. Henry Papiernik
Superintendent
R. D. #1
Salem, NJ 08079

Oldmans Township School District
609-299-4240
Mr. Maurice Madden
Chief School Administrator
R. D. #1, P. O. Box 336 B
Pedricktown, NJ 08067

Pittsgrove Township School District
609-358-3094
Dr. John Daspro
Superintendent
R. D. #1, Box 341 C
Elmer, NJ 08318
FAX 609-358-6020

Quinton Township School District
609-935-2379
Mrs. Donna Agnew
Chief School Administrator
P. O. Box 365
Quinton, NJ 08072

Upper Pittsgrove Township School District
609-358-8163
Mr. Jean Walsh
Acting Superintendent
R. D. #2, Box 63
Monroeville, NJ 08343

Sussex County

Frankford Township School District
201-948-3727
Mr. John Ericson
Superintendent
P. O. Box 430
Branchville, NJ 07826

Fredon Township School District
201-383-4151
Mr. Arnold Tversky
Acting Chief School Administrator
R. D. #2, Box 212, 459 Route 94
Newton, NJ 07860

Green Township School District
201-383-2646
Mr. John Fox
Superintendent
P. O. Box 14
Greendell, NJ 07839
FAX 201-383-5705

Hampton Township School District
201-383-5300
Mr. Michael Chirichello
Superintendent
R. D. #10, Box 10771
Newton, NJ 07860

High Point Regional School District
201-875-3102
Mr. Arthur R. Smith
Superintendent
299 Pigeon Hill Road
Sussex, NJ 07461

Sussex County, *continued*

Kittatinny Regional School District
201-383-1800
Mr. Robert Walker
Superintendent
R. D. #10, Box 10255
Newton, NJ 07860
FAX 201-383-6218

Lafayette Township School District
201-383-4441
Dr. Walter R. Mahler
Superintendent
R. D. #1, P. O. Box 542
Augusta, NJ 07822

Montague School District
201-293-7131
Mr. James J. Opiekun
Superintendent
R. D. #5, Box 571
Montague, NJ 07827

Sandyston-Walpack Consolidated School District
201-948-4450
Mr. Martin G. Sumpman
Superintendent
Route 560, Box 128
Layton, NJ 07851

Stillwater Township School District
201-383-6171
Mr. Robert Corbin
Interim Chief School Administrator
P. O. Box 12
Stillwater, NJ 07875
FAX 201-383-1895

Sussex-Wantage Regional School District
201-875-3175
Mr. Arthur DiBenedetto
Superintendent
31 Ryan Road
Sussex, NJ 07461
FAX 201-875-7175

Warren County

Allamuchy Township School District
201-852-1894
Ms. Efthimia N. Christie
Chief School Administrator
Box J
Allamuchy, NJ 07820
FAX 201-852-9816

Blairstown Township School District
201-362-6111
Mr. Thomas Gross
Superintendent
Box E, 1 Sunset Hill Road
Blairstown, NJ 07825

Franklin Township School District
201-689-2958
Mr. Joseph E. Damms, Jr.
Chief School Administrator
Box 155-A, R. D. #1
Washington, NJ 07882

Frelinghuysen Township School District
201-362-6319
Mr. William N. King
Chief School Administrator
R. D. #7, Box 610
Newton, NJ 07860

Greenwich Township School District
201-859-2022
Mr. John M. Frey
Chief School Administrator
Stewartsville School
Box 276 C
South Main Street
Stewartsville, NJ 08886

Harmony Township School District
201-859-1001
Mr. Nicholas R. Matlaga
Chief School Administrator
2551 Belvidere Road
Phillipsburg, NJ 08865

Warren County, *continued*

Hope Township School District
201-459-4242
Mr. Al Musco
Chief School Administrator
Rt. 519 & 611, Box 293
Hope, NJ 07844

Independence Township School District
201-637-4351
Mr. Michael Doney
Chief School Administrator
RR #1, Box 3, Route 46
Great Meadows, NJ 07838

Knowlton Township School District
201-475-5118
Mr. Steve Roethke
Cheif School Administrator
P. O. Box 227
Delaware, NJ 07833

Liberty Township School District
201-637-4115
Mr. Anthony J. Piperata
Chief School Administrator
Box 302, RR #1
Great Meadow, NJ 07838

Lopatcong Township School District
201-859-0800
Mr. Albert V. Purdy
Chief School Administrator
263 Route 57
Phillipsburg, NJ 08865

Mansfield Township School District
201-689-3212
Dr. Carol A. Burns
Chief School Administrator
Port Murray Road at Route 57
Port Murray, NJ 07865

North Warren Regional High School District
201-362-8211
Dr. Edward Herbert
Superintendent
Box 410, Lambert Road
Blairstown, NJ 07825

Oxford Township School District
201-453-4101
Ms. Berneice Brownell
Chief School Administrator
Kent Street
Oxford, NJ 07863

Pohatcong Township School District
201-995-7715
Mr. Jerry A. Clymer
Chief School Administrator
Box 167, RR #1
Bloomsbury, NJ 08804

White Township Consolidated School District
201-475-4773
Mr. Josph Sofhauser
Superintendent
RR03, Box 580
Belvidere, NJ 07823
FAX 201-475-3627

Rural New Jersey School Districts in Alphabetical Order

School District	County
Alexandria Township	Hunterdon
Allamuchy Township	Warren
Alloway Township	Salem
Barnegat Township	Ocean
Bass River Township	Burlington
Berkeley Township	Ocean
Blairstown Township	Warren
Bloomsbury	Hunterdon
Boonton Township	Morris
Califon	Hunterdon
Chesilhurst Borough	Camden
Chesterfield Township	Burlington
Clearview Regional High	Gloucester
Commercial Township	Cumberland
Cumberland Regional High	Cumberland
Deerfield Township	Cumberland
Dennis Township	Cape May
Downe Township	Cumberland
Eagleswood Township	Ocean
Eastampton	Burlington
East Amwell Township	Hunterdon
East Greenwich Township	Gloucester
Elk Township	Gloucester
Elmer Borough	Salem
Elsinboro Township	Salem
Estell Manor	Atlantic
Fairfield Township	Cumberland
Frankford Township	Sussex
Franklin Township	Gloucester
Franklin Township	Hunterdon
Franklin Township	Warren
Fredon Township	Sussex
Frelinghuysen Township	Warren
Frenchtown Elementary	Hunterdon
Folsom	Atlantic
Green Township	Sussex
Greenwich Township	Cumberland
Greenwich Township	Warren
Hainesport Township	Burlington
Hampton	Hunterdon

Rural New Jersey School Districts in Alphabetical Order

School District	County
Hampton Township	Sussex
Harding Township	Morris
Harmony Township	Warren
Harrison Township	Gloucester
High Point Regional High	Sussex
Hope Township	Warren
Hopewell Township	Cumberland
Independence Township	Warren
Kingsway Regional High	Gloucester
Kingwood Township	Hunterdon
Kittatinny Regional	Sussex
Knowlton Township	Warren
Lafayette Township	Sussex
Lakehurst Borough	Ocean
Lawrence Township	Cumberland
Lebanon Borough	Hunterdon
Lebanon Township	Hunterdon
Liberty Township	Warren
Little Egg Harbor	Ocean
Lopatcong Township	Warren
Lower Alloways Creek Township	Salem
Mannington Township	Salem
Mansfield Township	Burlington
Mansfield Township	Warren
Maurice River Township	Cumberland
Mendham Borough	Morris
Mendham Township	Morris
Milford Borough	Hunterdon
Millstone Township	Monmouth
Mine Hill Township	Morris
Montague	Sussex
Mount Arlington	Morris
Mullica Township	Atlantic
Newfield	Gloucester
Netcong	Morris
North Warren Regional High	Warren
Ocean Township	Ocean
Oldmans Township	Salem
Oxford Township	Warren
Pinelands Regional High	Ocean

Rural New Jersey School Districts in Alphabetical Order

School District	County
Pittsgrove Township	Salem
Plumsted Township	Ocean
Pohatcong Township	Warren
Port Republic	Atlantic
Quinton Township	Salem
Riverdale	Morris
Rockaway Township	Morris
Sandyston-Walpack	Sussex
Shiloh	Cumberland
Springfield Township	Burlington
Southampton Township	Burlington
Southern Gloucester County Regional High	Gloucester
South Harrison Township	Gloucester
South Hunterdon Regional High	Hunterdon
Stillwater Township	Sussex
Stockton	Hunterdon
Stow Creek Township	Cumberland
Sussex-Wantage Regional High	Sussex
Swedesboro-Woolwich	Gloucester
Tabernacle Middle	Burlington
Tuckerton Borough	Ocean
Upper Deerfield Township	Cumberland
Upper Freehold	Monmouth
Upper Pittsgrove Township	Salem
Washington Township	Burlington
Washington Township	Mercer
Waterford Township	Camden
West Amwell	Hunterdon
West Milford Township	Passaic
Weymouth Township	Atlantic
Wharton Borough	Morris
White Township Consolidated	Warren
Woodbine	Cape May
Woodland Township	Burlington

Rural New Jersey School Superintendents in Alphabetical Order

Superintendent	School District	County
Acocella, Mr. Louis	Alexandria Township	Hunterdon
Agnew, Mrs. Donna	Quinton Township	Salem
Backer, Dr. Robert L.	Woodland Township	Burlington
Ballard, Mr. Barry	Commercial Township	Cumberland
Barron, Mr. John	Washington Township	Mercer
Behr, Mr. Marshall	Weymouth Township	Atlantic
Berkowitz, Dr. Stephen	Elmer Borough	Salem
Bolan, Mr. James	Boonton Township	Morris
Bowyer, Mr. Walter G.	Springfield Township	Burlington
Briggs, Mr. Dale	Bloomsbury School	Hunterdon
Brownell, Ms. Berneice	Oxford Township	Warren
Burns, Dr. Carol A.	Mansfield Township	Warren
Caldwell, Dr. William	Cumberland Regional	Cumberland
Carney, Dr. Donna M.	Fairfield Township	Cumberland
Catando, Mr. Robert B.	Alloway Township	Salem
Chirichello, Mr. Michael	Hampton Township	Sussex
Christie, Ms. Efthimia N.	Allamuchy Township	Warren
Cialella, Mrs. Roseann	Estell Manor	Atlantic
Ciliento, Mr. Robert	Berkeley Township	Ocean
Clymer, Mr. Jerry A.	Pohatcong Township	Warren
Conroy, Mr. Joseph P.	East Greenwich	Gloucester
Cooper, Mr. William	Harding Township	Morris
Corbin, Mr. Robert	Stillwater Township	Sussex
Cornell, Dr. Joseph	Mendham Township	Morris
Crea, Mr. Clement A.	Pinelands Regional	Ocean
Crowley, Dr. Terrence	Kingsway Regional	Gloucester
Damms, Jr. Mr. Joseph E.	Franklin Township	Warren
Daspro, Dr. John	Pittsgrove Township	Salem
Davidson, Dr. Thomas R.	South Hunterdon	Hunterdon
Davis, Mr. James H.	Elk Township	Gloucester
DeCanzio, Mr. Tony	West Amwell	Hunterdon
Defeo, Dr. Lawrence	Bass River	Burlington
Deibert, Dr. John	Lebanon Township	Hunterdon
Desmond, Mr. William E.	Mount Arlington	Morris
DiBenedetto, Mr. Art	Sussex-Wantage	Sussex
Doney, Mr. Michael	Independence Township	Warren
Donnelly, Mr. Ernest W.	Millstone Township	Monmouth
Durand, Mr. Mark M.	Elsinboro Township	Salem
Ericson, Mr. John	Frankford Township	Sussex
Fanning, Dr. John	Rockaway Township	Morris
Ferrone, Dr. Fred R.	East Amwell Township	Hunterdon

Rural New Jersey School Superintendents in Alphabetical Order

Superintendent	School District	County
Fogg, Mr. Michael V.	Tuckerton Borough	Ocean
Fox, Mr. John	Green Township	Sussex
Frey, Mr. John M.	Greenwich Township	Warren
Gable, Mr. Richard D.	Hopewell Township	Cumberland
Gilson, Mr. Victor	Dennis Township	Cape May
Grochowski, Ms. Marie	Newfield Public	Gloucester
Gross, Mr. Thomas	Blairstown Township	Warren
Hallanan, Mr. Edwin J.	Shiloh School	Cumberland
Herbert, Dr. Edward	North Warren	Warren
Hitchner, Mr. David E.	Deerfield Township	Cumberland
Holcroft, Dr. John	Eastampton School	Burlington
Holland, Mr. Roy	Chesilhurst Borough	Camden
Horbelt, Dr. Robert L.	Barnegat Township	Ocean
Hydock, Mr. John	Mansfield Township	Burlington
Kerfoot, Dr. James	Southampton Township	Burlington
King, Mr. William N.	Frelinghuysen Township	Warren
Kraft, Mr. Thomas A.	West Milford	Passaic
Leeb, Ms. Marlene	Stockton School	Hunterdon
Levan, Dr. Patricia K.	Stow Creek Township	Cumberland
Lubben, Mr. Thomas J.	Hampton Public	Hunterdon
McCauley, Ms. Adrienne	Washington Township	Burlington
McGlone, Mr. Charles T.	Lawrence Township	Cumberland
Madden, Mr. Maurice	Oldmans Township	Salem
Mahler, Dr. Walter	Lafayette Township	Sussex
Matlaga, Mr. Nicholas R.	Harmony Township	Warren
Meinders, Mr. Ronald L.	Lakehurst Borough	Ocean
Miller, Mr. Walter	Califon Public	Hunterdon
Mitchell, Mr. George J.	Little Egg Harbor	Ocean
Monillas, Mr. Albert A.	Maurice River	Cumberland
Morris, Mr. L. William	Upper Deerfield	Cumberland
Mower, Mr. Richard E.	Greenwich Township	Cumberland
Murphy, Dr. Thomas A.	South Harrison	Gloucester
Musco, Mr. Al	Hope Township	Warren
Ney, Dr. Martin	Mullica Township	Atlantic
Nunan, Dr. William J.	Milford Borough	Hunterdon
Olson, Mr. Kenneth	Tabernacle Middle	Burlington
Opiekun, Mr. James J.	Montague School	Sussex
Ottaviano, Dr. David	Mendham Borough	Morris
Palestis, Dr. Ernest	Mine Hill Township	Morris
Papiernik, Dr. Henry	Mannington Township	Salem
Paynter, Mr. Howard	Port Republic	Atlantic
Petitt, Mr. Ted	Woodbine Elementary	Cape May
Piperata, Mr. Anthony	Liberty Township	Warren
Purdy, Mr. Albert V.	Lopatcong Township	Warren

Rural New Jersey School Superintendents in Alphabetical Order

Superintendent	School District	County
Reardon, Mr. Thomas J.	Hainesport Township	Burlington
Resch, Mr. Thomas W.	Eagleswood Township	Ocean
Roethke, Mr. Steve	Knowlton Township	Warren
Ruekgauer, Mr. Bernard	Frenchtown Elementary	Hunterdon
Ruffer, Mr. Richard	Wharton Borough	Morris
Salimena, Mr. Richard	Waterford Township	Camden
Sands, Mr. Boyd A.	Southern Gloucester	Gloucester
Sarruda, Mr. James	Swedesboro-Woolwich	Gloucester
Schaufele, Mr. Walter	Lebanon Borough	Hunterdon
Schienhoz, Mr. Joseph	Chesterfield Township	Burlington
Seely, Mr. E. Stephen	Ocean Township	Ocean
Shea-Hager, Ms. Sheila	Lower Alloways Creek	Salem
Smith, Mr. Arthur R.	High Point Regional	Sussex
Smith, Mr. C. Edwin	Kingwood Township	Hunterdon
Sofhauser, Mr. Joseph	White Township	Warren
Sokolow, Dr. Stephen	Upper Freehold	Monmouth
Summerill, Mr. Thomas	Harrison Township	Gloucester
Sumpman, Mr. Martin G.	Sandyston-Walpack	Sussex
Tachovsky, Mr. Harry O.	Franklin Township	Hunterdon
Todaro, Mr. Salvatore	Folsom School	Atlantic
Togno, Dr. Vincent	Netcong School	Morris
Toscano, Mr. Michael	Clearview Regional	Gloucester
Tversky, Mr. Arnold	Fredon Township	Sussex
Walker, Mr. Robert	Kittatinny Regional	Sussex
Walsh, Mr. Jean	Upper Pittsgrove	Salem
Webb, Mr. Joseph H.	Downe Township	Cumberland
Weisser, Mr. Bernard	Franklin Township	Gloucester
Woehr, Dr. Gerald	Plumsted Township	Ocean
Wolf, Mr. Ronald J.	Riverdale Public	Morris

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Directory Evaluation Form

Research for Better Schools is asking for your help to improve and update the Rural Directory. Please evaluate the Directory by circling the number on the scale provided. In the space for comments, please make specific suggestions for the next revision of this Directory.

1. To what extent did your awareness and knowledge of promising practices and rural education increase as a result of reading this Directory?

   1 2 3 4 5

   None A great deal

   Comments:

2. Is the overall information practical and useful for problem solving and long-range planning?

   1 2 3 4 5

   Not useful Very useful

   Comments:

3. Did you take any action as a result of reviewing the Directory?

   1 2 3 4 5

   None A great deal

   Comments:

Directory Evaluation Form

4. The level of organization was...

1 2 3 4 5

Poor Excellent

Comments:

5. To what extent did the information in the Directory acquaint you with key ideas and issues confronting rural schools?

1 2 3 4 5

Not at all A great deal

Comments:

6. Did you share this information with anyone else?

No Yes

Comments:

7. What specific suggestions can you make for improving the Directory?

Suggestions:

Directory Evaluation Form

8. What corrections or additions would you suggest?

   Follow-up activities:

9. Are there additional topics about which you would like information?

   No___ Yes___

   Which topics?

10. Is the information regarding rural schools in New Jersey useful and up-to-date?

    No___ Yes___

Please check the appropriate box and fill in the blank:

- ☐ State Department of Education — Position _____
- ☐ Rural School District — Position _____
- ☐ Other _____ — Position _____

Date:

Please return to:

Mercedes Fitzmaurice
Research for Better Schools
444 North 3rd Street
Philadelphia, PA 19123
(215) 574-9300, ext 242
FAX: (215) 574-0133

(Optional)

Name _____

Address _____

_____

Telephone # _____